

Handbook for the Board of Examiners

accomplishment



recognition



Handbook for the Board of Examiners



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Words of Welcome

It is a pleasure to welcome you to the 1999 Board of Examiners for the Malcolm Baldrige National Quality Award Program. As a Baldrige Award Examiner, you play a crucial role in enhancing U.S. competitiveness, performance, and quality excellence. As a Baldrige Program member, much is expected of you. The validity and prestige of the Baldrige Award rest upon the integrity, thoroughness, commitment, and energy of its Examiners. As volunteers, you are the nucleus of the Program, and we truly value your efforts.

We approach the next century looking forward to new challenges and excitement in the Baldrige Program. In 1999, we are introducing two new Award categories, education and health care, and we have significantly revised the Business Criteria for Performance Excellence in content and format. The Scoring Guidelines include an additional scoring range, and the scoring range descriptors have been revised to focus on the critical aspects of performance management system alignment and continuing improvement – based on results and analysis. As a member of the 1999 Board of Examiners, you have the opportunity to help U.S. organizations take the next step in understanding and implementing the concepts of performance excellence in business, education, and health care.

This Handbook is a resource document provided to help you in your job. It is designed to provide you with basic information about the Baldrige Program and the processes used in evaluating applicants.

Thank you for lending your support to this important and unique partnership effort between the private sector and the U.S. government. I hope you derive great satisfaction from taking part in this exciting and challenging adventure as we embark on this expansion phase of the Baldrige Program. I look forward to working with each of you in our mutual quest to improve U.S. quality and competitiveness.

A handwritten signature in black ink that reads 'Harry S. Hertz'.

Harry S. Hertz
Director, Baldrige National Quality Program
National Institute of Standards and Technology
U.S. Department of Commerce

2.0 ABOUT THIS HANDBOOK

Purpose

The purpose of this Handbook is to provide the Board of Examiners with a summary of basic information about the Award and about the processes used in evaluating applicants. Its intent is to help ensure fair and thorough evaluations of applicants and to guide Examiners in fulfilling their responsibilities.

It is hoped that Examiners will use the Handbook in their preparation for Examiner training and as a reference throughout the evaluation processes. More detailed process instructions will be provided to Examiners on an as-needed basis. (For further information, contact the Award Process Team of the Baldrige National Quality Program, 301-975-2036.)

Contents and Format

The sections of this Handbook are as follows:

- Preface
- About This Handbook
- The Malcolm Baldrige National Quality Award
- The Board of Examiners
- Evaluation Process
- Scoring System
- Stage 1 – Independent Review
- Stage 2 – Consensus Review
- Stage 3 – Site Visit Review
- Feedback System
- Selection Procedures Used by the Panel of Judges
- Appendices

Revisions

The Handbook will be revised at least annually and more often if the need arises.

Comments and Suggestions From the User

Users of the Handbook are encouraged to send suggestions for revision to the Baldrige National Quality Program, National Institute of Standards and Technology (NIST). Refer to Appendix 1 for contact information.

3.0 THE MALCOLM BALDRIGE NATIONAL QUALITY AWARD

Background

Public Law 100-107, the Malcolm Baldrige National Quality Improvement Act of 1987, was signed into law by President Ronald Reagan on August 20, 1987. This act established the Malcolm Baldrige National Quality Award, named in honor of the former Secretary of Commerce. On October 30, 1998, President William Clinton signed legislation making not-for-profit health care organizations and education institutions eligible for the Award.

The Award is managed by the Baldrige National Quality Program at the National Institute of Standards and Technology (NIST). The Secretary of Commerce and NIST are given responsibilities to develop and manage the Award with cooperation and support from the private sector. Currently, the American Society for Quality (ASQ) is under contract to NIST to administer the Award.

Purpose

The Baldrige National Quality Program encourages performance improvement in all sectors of the economy. The Program establishes the guidelines and criteria that can be used by organizations to evaluate their own performance or to apply for the Award. It also disseminates information detailing how superior organizations were able to achieve outstanding performance and improved competitiveness. The concept of performance excellence is directly applicable to organizations of all types and sizes.

The Award promotes:

- Awareness of performance excellence as an increasingly important element in competitiveness; and
- Information sharing of successful performance strategies and the benefits derived from using these strategies.

Awards are made annually to recognize U.S. organizations for performance excellence. Beginning with the 1999 Award cycle, up to three Awards may be given in each of five eligibility categories:

- Manufacturing companies
- Service companies
- Small businesses
- Education institutions
- Health care organizations

Basic Eligibility

Eligibility for the Award is intended to be as open as possible. The basic eligibility rules for business, education, and health care follow. Questions regarding eligibility should be referred to the Baldrige National Quality Program Office at (301) 975-2036.

- Any for-profit business and some subunits headquartered in the United States or its territories, including U.S. subunits of foreign companies, may apply for the Award. These include: publicly or privately owned, domestic or foreign owned entities, joint ventures, corporations, sole proprietorships, partnerships, and holding companies.
- For-profit and not-for-profit education institutions and some subunits that provide education services in the United States or its territories may apply. These include: elementary and secondary schools and school districts; colleges, universities, and university systems; schools and colleges within universities; professional schools; community colleges; and technical schools.
- For-profit and not-for-profit health care organizations and some subunits located in the United States or its territories that are primarily engaged in furnishing medical, surgical, or other health services directly to persons may apply. These include: hospitals, HMOs, nursing homes, health care practitioner offices, home health agencies, and dialysis and ambulatory surgery centers.

The complete eligibility rules are in the *1999 Application Forms & Instructions for Business, Education, and Health Care*. Ordering information can be found on the back cover of this booklet.

Criteria Categories

The Baldrige Criteria for Performance Excellence are the basis for organizational self-assessments, for making Awards, and for giving feedback to applicants. Seven Categories are examined in evaluating Award applicants. Emphasis is placed on performance excellence as demonstrated through quantitative data furnished by applicants.

The seven Categories are as follows:

	Business	Education	Health Care
1	Leadership	Leadership	Leadership
2	Strategic Planning	Strategic Planning	Strategic Planning
3	Customer and Market Focus	Student and Stakeholder Focus	Focus on Patients, Other Customers, and Markets
4	Information and Analysis	Information and Analysis	Information and Analysis
5	Human Resource Focus	Faculty and Staff Focus	Staff Focus
6	Process Management	Educational and Support Process Management	Process Management
7	Business Results	School Performance Results	Organizational Performance Results

Award Presentation

Recipients are presented with an Award, composed of two solid crystal prismatic forms, which stands 14 inches tall. The crystal is held in a base of black, anodized aluminum with the Award winner's name engraved on the base. A 22-karat, gold-plated medallion is captured in the front section of the crystal. The medal bears the inscriptions "Malcolm Baldrige National Quality Award" and "The Quest for Excellence" on one side and the Presidential Seal on the other.

The President of the United States traditionally presents the Awards at a special ceremony in Washington, D.C.

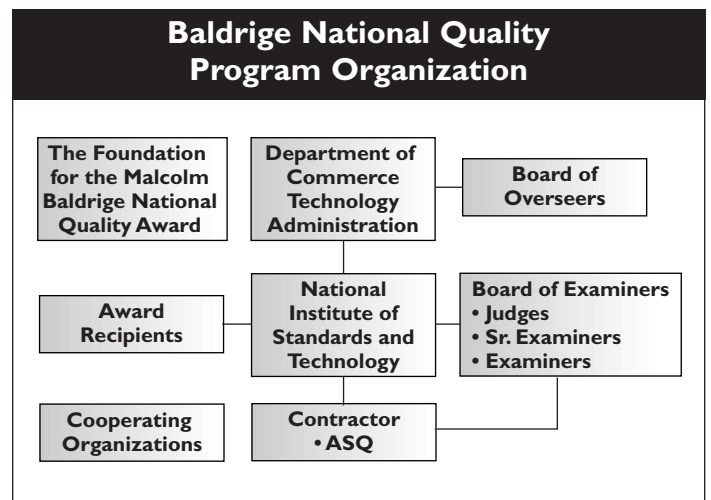
Recipients may publicize and advertise receipt of the Award. The recipients are expected to share information about their successful performance strategies with other U.S. organizations.

Organization of the Award Program

Building active partnerships in the private sector, and between the private sector and all levels of government, is fundamental to the success of the Baldrige National Quality Program in improving national competitiveness.

Support by the private sector for the Program in the form of funds, volunteer efforts, and participation in information transfer continues to grow.

To ensure the continued growth and success of these partnerships, each of the organizations in the chart at right plays an important role.



The Foundation for the Malcolm Baldrige National Quality Award

The Foundation for the Malcolm Baldrige National Quality Award was created to foster the success of the Program. The Foundation's main objective is to raise funds to permanently endow the Award Program.

Prominent leaders from U.S. organizations serve as Foundation Trustees to ensure that the Foundation's objectives are accomplished. Donor organizations vary in size and type and represent many kinds of businesses.

National Institute of Standards and Technology (NIST)

The Department of Commerce is responsible for the Baldrige National Quality Program and the Award. NIST, an agency of the Department's Technology Administration, manages the Baldrige Program.

NIST promotes U.S. economic growth by working with industry to develop and deliver the high-quality measurement tools, data, and services necessary for the nation's technology infrastructure. NIST also participates in a unique, government-private partnership to accelerate the development of high-risk technologies that promise significant commercial and economic benefits, and – through a network of technology extension centers and field offices located in all 50 states and Puerto Rico – helps small- and medium-size businesses access the information and expertise they need to improve their competitiveness in the global marketplace.

American Society for Quality (ASQ)

ASQ assists in administering the Baldrige Program under contract to NIST.

ASQ is dedicated to the ongoing development, advancement, and promotion of quality concepts, principles, and techniques. ASQ strives to be the world's recognized champion and leading authority on all issues related to quality. ASQ recognizes that continuous quality improvement will help the favorable positioning of American goods and services in the international marketplace.

Board of Overseers

The Board of Overseers is the advisory organization on the Baldrige National Quality Program to the Department of Commerce. The Board is appointed by the Secretary of Commerce and consists of distinguished leaders from all sectors of the U.S. economy.

The Board of Overseers evaluates all aspects of the Program, including the adequacy of the Criteria and processes for determining Award recipients. An important part of the Board's responsibility is to assess how well the Program is serving the national interest. Accordingly, the Board makes recommendations to the Secretary of Commerce and to the Director of NIST regarding changes and improvements in the Program.

Board of Examiners

The Board of Examiners evaluates Award applications using the Criteria for Performance Excellence. Some Board members also prepare Final Scorebooks that are the basis for applicant feedback reports. The Panel of Judges, part of the Board of Examiners, makes Award recommendations to the Director of NIST. The Board consists of leading U.S. business, health care, and education experts. Members are selected by NIST through a competitive application process. For 1999, the Board consists of 424 members. Of these, nine (who are appointed by the Secretary of Commerce) serve as Judges, and approximately 70 serve as Senior Examiners. The remainder serve as Examiners. All members of the Board take part in an Examiner preparation course. Alumni of the Board of Examiners (former Judges, Senior Examiners, and Examiners with three or more years of experience) also may continue their involvement in the Baldrige National Quality Program by serving as Alumni Examiners. Alumni Examiners, who serve for one year, receive Examiner training and, in turn, may evaluate applications and participate in consensus reviews and site visits or other top-priority Baldrige activities on an as-needed basis.

In addition to their application review responsibilities, Board members contribute significantly as ambassadors, sharing information about the Program. Many of these activities involve the hundreds of professional, trade, community, and state organizations to which Board members belong.

Award Recipients

Award recipients in the 11 years of the Award have been very generous in their commitment to improving U.S. competitiveness and the U.S. pursuit of performance excellence. They have shared information with hundreds of thousands of companies, education institutions, health care organizations, government agencies, and others. This sharing far exceeds expectations and Program requirements. Award recipients' efforts have encouraged many other organizations in all sectors of the U.S. economy to undertake their own performance improvement efforts. Award recipients are listed in Appendix 2.

4.0 THE BOARD OF EXAMINERS

Role of the Board of Examiners

The Board of Examiners is comprised of leading U.S. business, health care, and education experts and individuals selected from industry, professional, and trade organizations; government agencies; other not-for-profit groups; and the ranks of the retired. As a member of the Board of Examiners, the duties you will perform will maintain the foundation for the value and meaning of the Baldrige Program. The importance of your contribution cannot be overstated.

Accordingly, much is expected of you. As a member of the Board of Examiners, you agree to:

- Serve as a representative of the Baldrige Program;
- Acquire knowledge and understanding of your role in the Baldrige Program;
- Identify and fulfill your responsibilities as an Examiner, Senior Examiner, or Judge;
- Adhere to the requirements of the Rules of Conduct, Code of Ethical Standards, Disclosure of Conflict of Interest, and Confidentiality Statement;
- Meet all requirements associated with a fair and competent evaluation, including adherence to the Criteria for Performance Excellence, Scoring System, and consensus and site visit requirements;
- Maintain thorough documentation and reasonable records, honor time commitments, and adhere to due dates; and
- Serve for one Award cycle: from completion of the Examiner Preparation Course through the Award Ceremony. Judges are appointed for three-year terms.

Selection of Board Members

Members of the Board of Examiners are selected based on individual merits and Program needs. The Baldrige National Quality Program seeks to constitute a board of experts capable of evaluating organizations eligible for the Award and serving as representatives for the Baldrige Program. The Board includes three categories: Judges, Senior Examiners, and Examiners. Criteria used in the selection of Board members include breadth of experience; diversity of experience; leadership and external representation; and knowledge of business, specialized areas, and/or quality practices and improvement strategies.

Based upon the evaluation of the applications submitted by potential Examiners, Board members are selected and appointed by NIST. Judges are appointed by the Secretary of Commerce for three-year terms; Senior Examiners and

Examiners are appointed for one Award cycle. A Baldrige National Quality Program selection committee, working with the Panel of Judges, selects the Senior Examiners and Examiners.

Board members may reapply each year for membership if they wish to serve again. Examiner applications for the following year are automatically sent to current Board members. Each year, approximately one-third of the Examiners are replaced to provide opportunities for participation by others and to balance the Board with Examiners from different sectors and different work experiences.

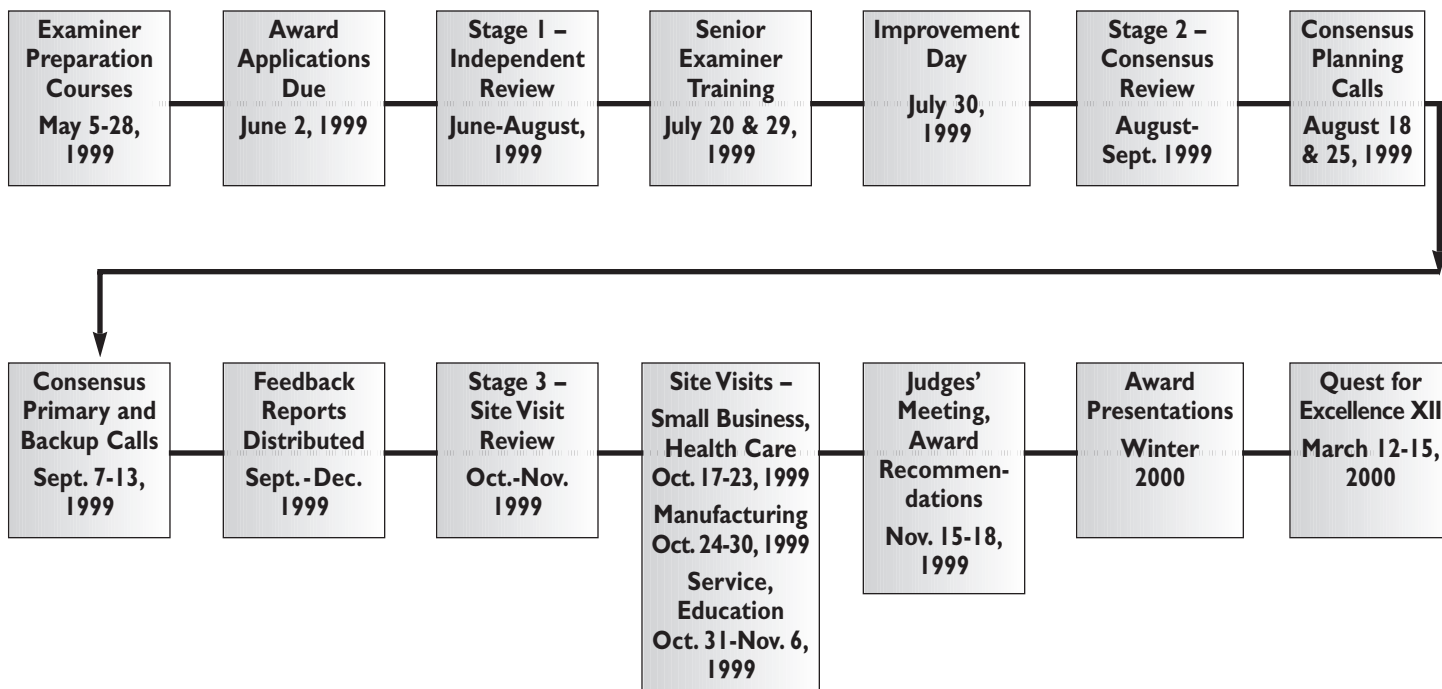
Composition and Assignment of the Board of Examiners

Examiners	Senior Examiners	Judges	Alumni Examiners
270 selectees	74 selectees	9 appointees	71 selectees

The Baldrige National Quality Program seeks to provide the fairest, most competent evaluation of each application. Accordingly, Board members are assigned to applications on the basis of their knowledge and experience, consistent with the requirements to avoid conflicts of interest, to apportion the application load equitably, and to adhere to agreed-upon schedules. Depending upon the results of evaluations, overall participation of Board members may vary.

- In Stage 1, the independent review, all Examiners and Senior Examiners participate, a time commitment of typically 20-40 hours per application.
- In Stage 2, the consensus review, typically 50 percent of the Board members have assignments that require a time commitment of 2-6 days.
- In Stage 3, the site visit review, 25-35 percent of the Board members participate, with their duties requiring a time commitment of 5-8 days.
- Some Board members also prepare Final Scorebooks, requiring an additional time commitment.
- Some Senior Examiners also may lead consensus review and site visit teams.
- Judges review Stage 1 and Stage 2 applicant scores, select applicants for consensus review and site visits, review Site Visit Scorebooks, recommend Award recipients to NIST, and review new Examiner applications to make selection recommendations to the Board.

Award Cycle



Service Recognition

After completing the Examiner Preparation Course:

- Board members will receive a certificate of appointment and a lapel pin from the Department of Commerce designating their position on the Board of Examiners.
- Board members may request a news release from ASQ to submit to hometown newspapers, professional association newsletters, and similar publications. To receive a news release, contact ASQ.
- Board members will receive a copy of a photo taken of them during the Examiner Preparation Course.

In addition, Board members will be invited to attend the Ceremony for the Award recipients, a special recognition ceremony for Examiners, and other related Award Ceremony events.

Board of Examiners' Role as Ambassadors of the Program

In addition to application review responsibilities, Board members may contribute significantly to the overall Baldrige mission by serving as representatives for the Program. As ambassadors of the Program, Examiners may participate on panels, give presentations, write articles, distribute Baldrige Program materials, and encourage submission of applications for the Award and Board of

Examiners. Many of these activities involve the professional, trade, community, and state organizations to which Board members belong. It is important, however, that presentations reflect the knowledge of the current Criteria and the Award process. To assist Examiners with information transfer, educational materials are available upon request from the Baldrige National Quality Program. These materials are described in Appendix 5.

As spokespersons for the Program, Board members should consider the following:

- Focus on the Baldrige Program as a national education program for achieving performance excellence.
- Provide background on the creation of the Award Program by Public Law 100-107, "The Malcolm Baldrige National Quality Improvement Act of 1987," and the Baldrige Program's current activities.
- Encourage submission of Examiner and Award applications.
- Use Baldrige-related materials, such as speakers' notes, overheads, publications, handouts, and Baldrige exhibits. (Feel free to contact the Baldrige National Quality Program for recent updates of materials. See Appendix 5 for details.)
- Distribute copies of Program materials at meetings.
- Uphold the Code of Ethical Standards and the Rules of Conduct to protect the integrity of the Award.

- Communicate any issues/controversies that arise or significant changes that could impact the Criteria to the Baldrige National Quality Program.
- Gather input on needed changes to the Criteria – what works and what does not – and communicate this information to the Baldrige National Quality Program.
- Share improvements/new ideas/trends with the Baldrige National Quality Program (e.g., by phone calls, E-mail, fax, and Improvement Day).
- Publish articles about the Program and share reprints with the Baldrige staff.
- Avoid conferences and engagements focused on winning the Award, rather than overall performance improvement.

Rules of Conduct

The following Rules of Conduct are established to maintain the confidentiality of all Award application information, including the identity of applicants, and to preserve fairness in the examination process. The rules pertain to the entire Board of Examiners, including Judges, Senior Examiners, and Examiners.

1. All information about the applicant and the applicant's business gained through the evaluation process shall be treated as confidential, and the following precautions shall be taken:
 - a. Applicant information shall not be discussed with anyone, including other Examiners, with the exception of designated team members, Judges, the Award Administrator, and NIST representatives. This includes information contained in the written application, as well as any additional information obtained during a site visit.
 - b. Names of applicants shall not be disclosed during or after the application review process.
 - c. No copies of application information shall be made or retained.
 - d. No notes pertaining to the application shall be retained.
 - e. No discussions mentioning applicant identities are to be held on cellular or cordless phones or by voicemail or E-mail.
 - f. No applicant information may be adapted and used subsequent to the review process, unless the information is publicly released by the applicant (at the annual Quest for Excellence, for example).
2. Each Examiner is responsible for **personally** and **independently** scoring all assigned applications.
3. Examiners **shall not** communicate with the applicant organizations or in any manner seek additional documentation, information, or clarification. This includes Internet searches. If questions arise, NIST should be contacted.
4. Examiners shall not at any time (during or after the evaluation cycle) independently give feedback to applicants regarding scoring or overall performance.
5. Examiners advising or participating with an organization in the preparation of an Award application shall not reveal or discuss that participation with other Examiners, either during the training or throughout the application review phases.
6. Upon completion of the Examiner Preparation Course, members of the Board of Examiners may use the following designations: Examiner, Malcolm Baldrige National Quality Award (MBNQA), 1999. However, a Board member may not use the MBNQA logo in any advertising or promotion, nor may business cards include the designation or the MBNQA logo.
7. Examiners shall not accept employment from or establish a consulting relationship with an organization they have examined for a period of five years after the review.
8. During the consensus and site visit processes, Examiners will strive to encourage and maintain a professional working environment that promotes respect for the Award applicants, their employees, and all members of the Examiner Team.
9. When participating in a site visit, Examiners will strive to respect the climate, culture, and values of the organization being evaluated.

Code of Ethical Standards

Declaration of Principles

Members of the Malcolm Baldrige National Quality Award Board of Examiners pledge to uphold their professional principles in the fulfillment of their responsibilities as defined in the administration of Public Law 100-107, the Malcolm Baldrige National Quality Improvement Act of 1987, which establishes the Malcolm Baldrige National Quality Award.

In promoting high standards of public service and ethical conduct, Board members:

- Shall conduct themselves professionally, with truth, accuracy, fairness, respect, and responsibility to the public;

- Shall not represent conflicting or competing interests, nor place themselves in such a position where the Board members' interest may be in conflict, or appear to be in conflict, with the purposes and administration of the Award;
- Shall safeguard the confidences of all parties involved in the judging or examination of present or former applicants;
- Shall not offer confidential information or disclosures which may in any way influence the Award integrity or process, currently or in the future;
- Shall not serve any private or special interest in fulfillment of the duties of a Judge or Examiner, therefore excluding, by definition, the examination of any organization or subunit of an organization by which he/she is employed or of which a consulting arrangement is in effect or anticipated;
- Shall not serve as an Examiner of a primary competitor, customer, or supplier of any organization or subunit of an organization of which he/she is an employee, has a financial interest or is involved in, or anticipates a consulting arrangement;
- Shall not intentionally communicate false or misleading information which may compromise the integrity of the Award process or decisions therein; and
- Shall not for a period of five years, invest in or develop a relationship with any organization or subunit of an organization based on confidential information received in the review process.

Furthermore, it is pledged that as a member in good standing of the Malcolm Baldrige National Quality Award Board of Examiners, each Board member shall strive to enhance and advance the Malcolm Baldrige National Quality Award as it serves to stimulate American companies and organizations to improve quality, productivity, and overall performance.

Disclosure of Conflict of Interest

Those selected to serve on the Board of Examiners must submit a conflict of interest form before or during the 1999 Examiner Preparation Course. Disclosure needs to take into account employers, significant ownership, client relationships, and affiliations that may present or seem to present a conflict of interest to the Board members' impartial fulfillment of duties in the Baldrige National Quality Program. Such information will be used for purposes of Board members' assignments in the application review process and will otherwise be kept confidential. **The form must be updated as circumstances change.**

Computer Practices and Confidentiality Considerations

Computer Use

When using personal computers, including laptop/notebook computers, apply the appropriate precautions and safeguards regarding hardware, confidential data/information, and viruses.

Due to confidentiality considerations, an Examiner is not permitted to have someone else transcribe written documents relating to the Award application evaluation.

Because typed material is more legible than handwritten material, Examiners are encouraged (but not required) to prepare documents using a word processor. Any word processing software may be used; however, MS Word 6 is preferred. Specific instructions regarding format will be provided as each evaluation stage begins.

For Stage 1, a copy of the completed *1999 Scorebook for Business, Education, and Health Care* must be submitted. Early in the consensus and site visit stages, each team will discuss computer use, compatibility of software, and exchange of materials and come to an agreement on how the team will proceed. At the completion of these stages, printed copies of the final Consensus and Site Visit Scorebooks are submitted. For any section of these Scorebooks that has an existing electronic file, a disk containing the file is generally provided by the Examiner to the team leader and the Scorebook writer/editor for use in finalizing these Scorebooks. These Scorebooks are the basis for the applicant feedback report.

Confidentiality Issues

Confidentiality of the Award Program requires that electronic files be treated with the same degree of security as paper copies of Award application materials. Consequently, when not in use, electronic files should be removed from the computer hard disk and stored on a clearly marked diskette that is placed in a secure location (e.g., with other written applicant materials), such as a locked file or file cabinet. Electronic files containing Award evaluations should never be placed on a computer or disk where anyone other than the Examiner has access to it. Electronic files containing Award evaluations may not be sent over the Internet or via E-mail because of the difficulty in securing electronic communications.

When the review process is complete and the electronic files are no longer needed, they (including any backup files the Examiner's word processor may have created) must be removed from the hard disk and/or the diskettes. Reformat the disks so that information cannot be retrieved using software recovery programs.

Reimbursement of Expenses

Since the Award application review process receives no federal funding and application fees are kept to a minimum, the Program needs to operate with maximum voluntary support. In 1999, where individual needs exist, the Program will reimburse Examiners for travel and expenses (in accordance with federal travel regulations) associated with the Examiner Preparation Courses and other Program-related expenses when requested and approved in advance. Individuals selected for the Board will be required to submit a one-page letter explaining the need for reimbursement. If reimbursement needs change, written requests must be forwarded to the Contracting Officer Technical Representative (COTR), Daniel Barton. The address is NIST, Baldrige National Quality Program, Administration Building, Room A635, 100 Bureau Drive, Stop 1020, Gaithersburg, MD 20899-1020. Questions may be addressed to Daniel Barton at (301) 975-3555 or daniel.barton@nist.gov.

The present rates authorized for reimbursement in accordance with federal travel regulations are outlined in the table below.

An Examiner submits the MBNQA Examiner Expense Report – 1999 Award Cycle to:

MBNQA Examiner Reimbursement
c/o American Society for Quality
P.O. Box 3005
Milwaukee, WI 53202-3005

Use of any other expense form will delay the processing of an Examiner's reimbursement.

Expense	Reimbursement Rates and Guidelines
Privately Owned Vehicle (POV) travel	Cents per mile will be reimbursed at the prevailing federal mileage rate. Mileage cost and tolls are not to exceed the cost of an advance purchase coach fare airline ticket.
Airline travel	Coach fare; advance reservations are encouraged.
Rental cars	Written pre-approval is required from COTR.
Transportation	From home to airport and return: Reimburse POV mileage plus parking or the most cost-effective mode of transportation.
Daily expenses	Lodging, meals, and miscellaneous incidentals; rates based on geographic location; actual receipts or legible copies are required.
Telephone	One personal call up to \$3.00 per day is allowed.
Award Program expenses	Telephone calls, faxes, and photocopies may be reimbursed. (These expenses must be in direct support of the Award Program.)
Overnight mail service	Call ASQ (800-248-1946) for the billing code.

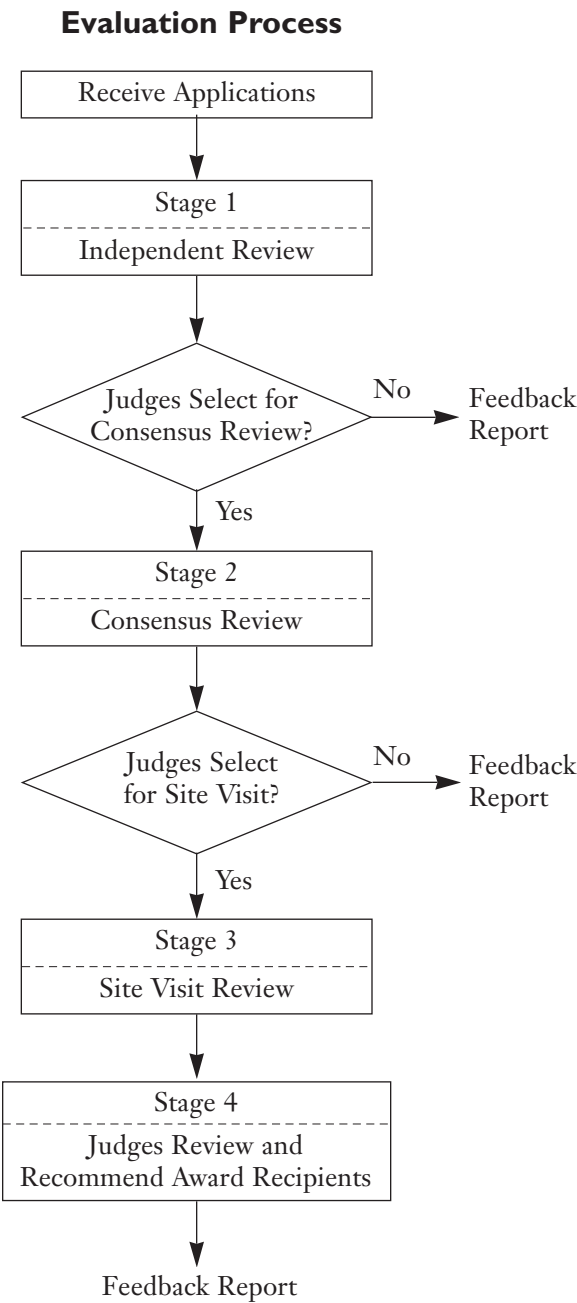
5.0 EVALUATION PROCESS

Evaluation Process Overview

Written applications for the Malcolm Baldrige National Quality Award are evaluated by members of the Board of Examiners. High-scoring applicants are selected for site visits, and Award recipients are chosen from among the site-visited applicants. All applicants receive a written feedback report detailing their strengths and opportunities for improvement (OFIs).

Key Process Steps

There are four stages in the review process: (1) Stage 1 or the Independent Review; (2) Stage 2 or the Consensus Review; (3) Stage 3 or the Site Visit Review; and (4) Stage 4 or Judges’ Selection of Recommended Award Recipients. The dates for these stages are on page 4-2. The following diagram illustrates the steps in the four-stage review:



6.0 SCORING SYSTEM

Scoring System Overview

The system for scoring applicant responses to Criteria Items involves the assessment of three evaluation dimensions, considers the factor of “importance” to the applicant’s organization, and employs Scoring Guidelines, an anchored rating scale. Each of these elements is described in the *1999 Criteria for Performance Excellence* booklets. The following is general information describing the Scoring System. **For specific information on the scoring systems for business, education, and health care organizations, please refer to the appropriate sector-specific Criteria booklets.** Baldrige Award Examiners should be thoroughly familiar with the information in the Criteria booklets on writing an application. Additional information on the scoring process and detailed instructions on how to complete a Scorebook are provided to Examiners in the *1999 Scorebook for Business, Education, and Health Care*.

The scoring of applicant responses to Criteria Items (Items) and feedback are based on three evaluation dimensions: (1) Approach; (2) Deployment; and (3) Results. Applicants need to furnish information relating to these dimensions. Specific factors for these dimensions are described below. Scoring Guidelines for Business, Education, and Health Care are given on pages 6-3 through 6-5, respectively.

Approach

“Approach” refers to how the applicant addresses the Item requirements – the *method(s)* used. The factors used to evaluate approaches include:

- appropriateness of the methods to the requirements
- effectiveness of use of the methods. Degree to which the approach:
 - is systematic, integrated, and consistently applied
 - embodies evaluation/improvement/learning cycles
 - is based on reliable information and data
- alignment with organizational needs
- evidence of innovation and/or significant and effective adaptations of approaches used in other types of applications or businesses

Deployment

“Deployment” refers to the *extent* to which the applicant’s approach is applied to all requirements of the Item. The factors used to evaluate deployment include:

- use of the approach in addressing Item requirements relevant to the applicant’s organization
- use of the approach by all appropriate work units

Results

“Results” refers to *outcomes* in achieving the purposes given in the Item. The factors used to evaluate results include:

- current performance
- performance relative to appropriate comparisons and/or benchmarks
- rate, breadth, and importance of performance improvements
- linkage of results measures to key customer, market, process, and action plan performance requirements identified in the Business/School Overview and in Approach/Deployment Items

Item Classification and Scoring Dimensions

Items are classified according to the kinds of information and/or data applicants are expected to furnish relative to the three evaluation dimensions.

The two types of Items and their designations are:

1. Approach/Deployment **Approach - Deployment**
2. Results **Results**

Approach and Deployment are linked to emphasize that descriptions of Approach should always indicate the Deployment – consistent with the *specific requirements* of the Item. Although Approach and Deployment dimensions are linked, feedback to Award applicants reflects strengths and/or opportunities for improvement (OFIs) in either or both dimensions.

Results Items call for data showing performance levels and trends on key measures and/or indicators of organizational performance. However, the evaluation factor, “breadth” of performance improvements, is concerned with how widespread an applicant’s improvement results are. This is directly related to the Deployment dimension. That is, if improvement processes are widely deployed, there should be corresponding results. A score for a Results Item is thus a weighted composite based upon overall performance, taking into account the breadth of improvements and their importance. (See next section.)

“Importance” as a Scoring Factor

The three evaluation dimensions described previously are critical to evaluation and feedback. However, evaluation and feedback also must consider the importance of the applicant’s reported Approach, Deployment, and Results to the organization’s key business/school factors (KFs). The areas of greatest importance should be identified in the Business/School Overview and in the appropriate Items. For business organizations, these Items are 2.1, 2.2, 3.1, 6.1, and 7.5. For education institutions, the Items are 2.1, 3.1, 6.1, and 7.1. For health care organizations, the Items are 2.1, 3.1, 6.1, 7.2, and 7.5. The applicant’s key customer requirements and key strategic objectives and action plans are particularly important.

Assignment of Scores to Applicants’ Responses

Baldrige Award Examiners observe the following guidelines in assignment of scores to applicants’ responses:

- All Areas to Address should be included in the Item response. Also, responses should reflect what is important to the organization;
- In assigning a score to an Item, an Examiner first decides which scoring range (e.g., 50% to 60%) best fits the overall Item response. Overall “best fit” does not require total agreement with each of the statements for that scoring range. Actual score *within* the range depends upon an Examiner’s judgment of the closeness of the Item response in relation to the statements in the next higher and next lower scoring ranges;
- An Approach/Deployment Item score of 50% represents an approach that meets the *basic* objectives of the Item and that is deployed to the principal activities and work units covered in the Item. Higher scores reflect maturity (cycles of improvement), integration, and broader deployment; and
- A Results Item score of 50% represents a clear indication of improvement trends and/or good levels of performance in the principal results areas covered in the Item. Higher scores reflect better improvement rates and/or levels of performance, and better comparative performance as well as broader coverage.

SCORING GUIDELINES — BUSINESS CRITERIA

SCORE	APPROACH/DEPLOYMENT
0%	<ul style="list-style-type: none"> ■ no systematic approach evident; anecdotal information
10% to 20%	<ul style="list-style-type: none"> ■ beginning of a systematic approach to the basic purposes of the Item ■ major gaps exist in deployment that would inhibit progress in achieving the basic purposes of the Item ■ early stages of a transition from reacting to problems to a general improvement orientation
30% to 40%	<ul style="list-style-type: none"> ■ a sound, systematic approach, responsive to the basic purposes of the Item ■ approach is deployed, although some areas or work units are in early stages of deployment ■ beginning of a systematic approach to evaluation and improvement of basic Item processes
50% to 60%	<ul style="list-style-type: none"> ■ a sound, systematic approach, responsive to the overall purposes of the Item ■ approach is well-deployed, although deployment may vary in some areas or work units ■ a fact-based, systematic evaluation and improvement process is in place for basic Item processes ■ approach is aligned with basic organizational needs identified in the other Criteria Categories
70% to 80%	<ul style="list-style-type: none"> ■ a sound, systematic approach, responsive to the multiple requirements of the Item ■ approach is well-deployed, with no significant gaps ■ a fact-based, systematic evaluation and improvement process and organizational learning/sharing are key management tools; clear evidence of refinement and improved integration as a result of organizational-level analysis and sharing ■ approach is well-integrated with organizational needs identified in the other Criteria Categories
90% to 100%	<ul style="list-style-type: none"> ■ a sound, systematic approach, fully responsive to all the requirements of the Item ■ approach is fully deployed without significant weaknesses or gaps in any areas or work units ■ a very strong, fact-based, systematic evaluation and improvement process and extensive organizational learning/sharing are key management tools; strong refinement and integration, backed by excellent organizational-level analysis and sharing ■ approach is fully integrated with organizational needs identified in the other Criteria Categories

SCORE	RESULTS
0%	<ul style="list-style-type: none"> ■ no results or poor results in areas reported
10% to 20%	<ul style="list-style-type: none"> ■ some improvements <i>and/or</i> early good performance levels in a few areas ■ results not reported for many to most areas of importance to the organization's key business requirements
30% to 40%	<ul style="list-style-type: none"> ■ improvements <i>and/or</i> good performance levels in many areas of importance to the organization's key business requirements ■ early stages of developing trends and obtaining comparative information ■ results reported for many to most areas of importance to the organization's key business requirements
50% to 60%	<ul style="list-style-type: none"> ■ improvement trends <i>and/or</i> good performance levels reported for most areas of importance to the organization's key business requirements ■ no pattern of adverse trends and no poor performance levels in areas of importance to the organization's key business requirements ■ some trends <i>and/or</i> current performance levels – evaluated against relevant comparisons <i>and/or</i> benchmarks – show areas of strength <i>and/or</i> good to very good relative performance levels ■ business results address most key customer, market, and process requirements
70% to 80%	<ul style="list-style-type: none"> ■ current performance is good to excellent in areas of importance to the organization's key business requirements ■ most improvement trends <i>and/or</i> current performance levels are sustained ■ many to most trends <i>and/or</i> current performance levels – evaluated against relevant comparisons <i>and/or</i> benchmarks – show areas of leadership and very good relative performance levels ■ business results address most key customer, market, process, and action plan requirements
90% to 100%	<ul style="list-style-type: none"> ■ current performance is excellent in most areas of importance to the organization's key business requirements ■ excellent improvement trends <i>and/or</i> sustained excellent performance levels in most areas ■ evidence of industry and benchmark leadership demonstrated in many areas ■ business results fully address key customer, market, process, and action plan requirements

SCORING GUIDELINES — EDUCATION CRITERIA

SCORE	APPROACH/DEPLOYMENT
0%	<ul style="list-style-type: none"> no systematic approach evident; anecdotal information
10% to 20%	<ul style="list-style-type: none"> beginning of a systematic approach to the basic purposes of the Item major gaps exist in deployment that would inhibit progress in achieving the basic purposes of the Item early stages of a transition from reacting to problems to a general improvement orientation
30% to 40%	<ul style="list-style-type: none"> a sound, systematic approach, responsive to the basic purposes of the Item approach is deployed, although some areas or work units are in early stages of deployment beginning of a systematic approach to evaluation and improvement of basic Item processes
50% to 60%	<ul style="list-style-type: none"> a sound, systematic approach, responsive to the overall purposes of the Item approach is well-deployed, although deployment may vary in some areas or work units a fact-based, systematic evaluation and improvement process is in place for basic Item processes approach is aligned with basic school needs identified in the other Criteria Categories
70% to 80%	<ul style="list-style-type: none"> a sound, systematic approach, responsive to the multiple requirements of the Item approach is well-deployed, with no significant gaps a fact-based, systematic evaluation and improvement process and organizational learning/sharing are key management tools; clear evidence of refinement and improved integration as a result of organizational-level analysis and sharing approach is well-integrated with school needs identified in the other Criteria Categories
90% to 100%	<ul style="list-style-type: none"> a sound, systematic approach, fully responsive to all the requirements of the Item approach is fully deployed without significant weaknesses or gaps in any areas or work units a very strong, fact-based, systematic evaluation and improvement process and extensive organizational learning/sharing are key management tools; strong refinement and integration, backed by excellent organizational-level analysis and sharing approach is fully integrated with school needs identified in the other Criteria Categories

SCORE	RESULTS
0%	<ul style="list-style-type: none"> no results or poor results in areas reported
10% to 20%	<ul style="list-style-type: none"> some improvements <i>and/or</i> early good performance levels in a few areas results not reported for many to most areas of importance to key school requirements
30% to 40%	<ul style="list-style-type: none"> improvements <i>and/or</i> good performance levels in many areas of importance to key school requirements early stages of developing trends and obtaining comparative information results reported for many to most areas of importance to key school requirements
50% to 60%	<ul style="list-style-type: none"> improvement trends <i>and/or</i> good performance levels reported for most areas of importance to key school requirements no pattern of adverse trends and no poor performance levels in areas of importance to key school requirements some trends <i>and/or</i> current performance levels – evaluated against relevant comparisons <i>and/or</i> benchmarks – show areas of strength <i>and/or</i> good to very good relative performance levels school performance results address most key student, stakeholder, and process requirements
70% to 80%	<ul style="list-style-type: none"> current performance is good to excellent in areas of importance to key school requirements most improvement trends <i>and/or</i> current performance levels are sustained many to most trends <i>and/or</i> current performance levels – evaluated against relevant comparisons <i>and/or</i> benchmarks – show areas of leadership and very good relative performance levels school performance results address most key student, stakeholder, process, and action plan requirements
90% to 100%	<ul style="list-style-type: none"> current performance is excellent in most areas of importance to the key school requirements excellent improvement trends <i>and/or</i> sustained excellent performance levels in most areas evidence of education sector and benchmark leadership demonstrated in many areas school performance results fully address key student, stakeholder, process, and action plan requirements

SCORING GUIDELINES — HEALTH CARE CRITERIA

SCORE	APPROACH/DEPLOYMENT
0%	<ul style="list-style-type: none"> ■ no systematic approach evident; anecdotal information
10% to 20%	<ul style="list-style-type: none"> ■ beginning of a systematic approach to the basic purposes of the Item ■ major gaps exist in deployment that would inhibit progress in achieving the basic purposes of the Item ■ early stages of a transition from reacting to problems to a general improvement orientation
30% to 40%	<ul style="list-style-type: none"> ■ a sound, systematic approach, responsive to the basic purposes of the Item ■ approach is deployed, although some areas or work units are in early stages of deployment ■ beginning of a systematic approach to evaluation and improvement of basic Item processes
50% to 60%	<ul style="list-style-type: none"> ■ a sound, systematic approach, responsive to the overall purposes of the Item ■ approach is well-deployed, although deployment may vary in some areas or work units ■ a fact-based, systematic evaluation and improvement process is in place for basic Item processes ■ approach is aligned with basic organizational needs identified in the other Criteria Categories
70% to 80%	<ul style="list-style-type: none"> ■ a sound, systematic approach, responsive to the multiple requirements of the Item ■ approach is well-deployed, with no significant gaps ■ a fact-based, systematic evaluation and improvement process and organizational learning/sharing are key management tools; clear evidence of refinement and improved integration as a result of organizational-level analysis and sharing ■ approach is well-integrated with organizational needs identified in the other Criteria Categories
90% to 100%	<ul style="list-style-type: none"> ■ a sound, systematic approach, fully responsive to all the requirements of the Item ■ approach is fully deployed without significant weaknesses or gaps in any areas or work units ■ a very strong, fact-based, systematic evaluation and improvement process and extensive organizational learning/sharing are key management tools; strong refinement and integration, backed by excellent organizational-level analysis and sharing ■ approach is fully integrated with organizational needs identified in the other Criteria Categories

SCORE	RESULTS
0%	<ul style="list-style-type: none"> ■ no results or poor results in areas reported
10% to 20%	<ul style="list-style-type: none"> ■ some improvements <i>and/or</i> early good performance levels in a few areas ■ results not reported for many to most areas of importance to key organizational requirements
30% to 40%	<ul style="list-style-type: none"> ■ improvements <i>and/or</i> good performance levels in many areas of importance to key organizational requirements ■ early stages of developing trends and obtaining comparative information ■ results reported for many to most areas of importance to key organizational requirements
50% to 60%	<ul style="list-style-type: none"> ■ improvement trends <i>and/or</i> good performance levels reported for most areas of importance to key organizational requirements ■ no pattern of adverse trends and no poor performance levels in areas of importance to key organizational requirements ■ some trends <i>and/or</i> current performance levels – evaluated against relevant comparisons <i>and/or</i> benchmarks – show areas of strength <i>and/or</i> good to very good relative performance levels ■ organizational performance results address most key patient/customer, market, and process requirements
70% to 80%	<ul style="list-style-type: none"> ■ current performance is good to excellent in areas of importance to key organizational requirements ■ most improvement trends <i>and/or</i> current performance levels are sustained ■ many to most trends <i>and/or</i> current performance levels – evaluated against relevant comparisons <i>and/or</i> benchmarks – show areas of leadership and very good relative performance levels ■ organizational performance results address most key patient/customer, market, process, and action plan requirements
90% to 100%	<ul style="list-style-type: none"> ■ current performance is excellent in most areas of importance to the key organizational requirements ■ excellent improvement trends <i>and/or</i> sustained excellent performance levels in most areas ■ evidence of health care sector and benchmark leadership demonstrated in many areas ■ organizational performance results fully address key patient/customer, market, process, and action plan requirements

Frequently Asked Questions About Scoring

1. Must the commentary and scoring for an Item be based only upon information the applicant has presented for that Item?

No, but the applicant's primary information for an Item should be contained in that Item response. Applicants are permitted to cross-reference to avoid significant duplication of information. Such cross-references need to be given full consideration by the Examiners. Occasionally, applicants include information that bears directly upon one Item in their response to another Item, without a cross-reference. Such information should be credited. In general, Examiners are expected to be alert to relevant information no matter where it appears in the application. However, Examiners are not expected to make comprehensive searches of other Item responses as they evaluate any particular Item.

2. Should the Examiner "believe" data and information presented by applicants?

Yes. Assume all data and information presented are factual for purposes of scoring. If the applicant reaches Stage 3, the site visit review, the Site Visit Team may clarify or verify any information and data and the basis of any claims to make certain of the data origin, validity, and use. In fact, data validity and use are major issues on all site visits.

3. Should Examiners use their own specific sector knowledge in scoring?

Yes. Examiners may use general sector knowledge to evaluate and score an applicant. Success of the scoring process depends upon the full range of expertise and experience of Examiners in their sectors. In Stage 2, the consensus review, such pooling would be particularly appropriate. However, any information not derived from the application that an Examiner may have relating to the specific applicant or its products or services should not be used in developing comments or scores.

4. Must applicants address all Areas to Address?

Yes. All Areas (e.g., 2.2b or 6.2a) must be addressed. Failure to address an Area should be a basis for an OFI in the feedback comments and a significant consideration in assigning a score. Individual Areas are not assigned specific point values. Scoring should take into account how important an Area is for the success of the applicant's organization. An applicant may choose to combine or not to address subareas [e.g., 6.2a(2)] due to priorities or space limitations.

5. Are all Areas to Address equally weighted in reaching a score for an Item?

No. Scoring should take into consideration how important an Area to Address is for the success of an organization in the applicant's operating environment. For example, 1.2a may be a more critical Area to Address for a chemical company than 1.2b and hence may be given more weight in scoring.

6. What should an Examiner expect in evaluating the "how" aspect of an applicant's approach?

Items requesting information on approach include questions that begin with the word "how." *Applicant responses should outline key process information such as methods, measures, deployment, and evaluation/improvement/learning factors.* Responses lacking such information, or merely providing an example, are referred to in the Scoring Guidelines as *anecdotal information*.

Determine if the response shows what is done, and if it gives a clear sense of how. The applicant is asked to provide basic information about *what* the key processes are and *how* they work. Although the applicant may include *who* performs the work, merely stating *who* does not permit diagnosis or feedback. For example, stating that "customer satisfaction data are analyzed by the Customer Service Department" does not permit diagnosis or feedback, because from this information, strengths and OFIs in the analysis cannot be given.

7. What is meant by a "systematic" approach?

Determine if the response shows a systematic approach, or if it merely provides an example (anecdote). Approaches that are systematic are repeatable and use data and information for improvement and learning. In other words, approaches are systematic if they "build in" evaluation and learning, and thereby gain in maturity.

8. Must Results be addressed in every Category and Item?

Every Item is designated according to the type of information requested – Approach/Deployment or Results. All Categories ask for information on the actual "impact" (i.e., visible changes in the organization) in the Items addressed. For example, Leadership (Category 1) is scored partly based on the evidence that awareness of leadership commitment is, in fact, widespread. Information and Analysis (Category 4) is scored partly based on evidence that the information system is actually in place and used. Also, processes cited in Categories 3, 5, and 6 would be expected to be followed up in Category 7 with results and data relevant to these specific key processes. The processes and results should be in concert with the KFs and key strategies and action plans.

9. What is the “50% mark?”

An Approach/Deployment Item score of 50% represents an approach that meets the *basic* objectives of the Item and that is deployed to the principal activities and work units covered in the Item. Higher scores reflect maturity (cycles of improvement), integration, and broader deployment.

A Results Item score of 50% represents a clear indication of improvement trends and/or good levels of performance in the principal results areas covered in the Item. Higher scores reflect better improvement rates and/or levels of performance, and better comparative performance as well as broader coverage.

10. To which standards should Results be scored: sector-specific standards or worldwide standards in similar processes?

In general, the Award intends that relevant worldwide benchmarks be used, particularly in assigning the very highest scores (90-100%). However, if the organization operates under constraints that make sector-specific comparison more sensible, Examiners may take such constraints into account. The idea is to set high but reasonable standards in seeking comparison points. Bear in mind, too, that one of our main aims is to point out OFIs.

11. When is it appropriate to designate a strength with a double plus “++” or an OFI with a double minus “--?”

These designations should be used: (1) When the observation has a major influence on the Item score and/or (2) When the observation is of particular significance to the applicant’s performance management system.

12. What are the issues leading to the greatest variability in scoring?

a. *Scores not adequately related to the KFs or Scoring Guidelines.*

Examiners are asked to consider the KFs for each Item to determine whether the applicant’s response is relevant and important to its organization, particularly the customer requirements and key strategies and action plans. Item scores should be based on the best fit of the Item response with the Scoring Guidelines.

b. *Examiner acceptance of statements made by applicants.*

Examiners are asked to accept applicants’ statements at face value and to base judgments on whether or not statements are “reasonably supported.” The greatest difficulties arise in Approach/Deployment Items. “Reasonably supported” should be taken to mean that the applicant provides sufficient information to convey what is done and who does it to give the Examiners a flavor of the applicant’s system for accomplishing the aims addressed in an Item. Without such information, an Examiner would have difficulty giving useful feedback. Statements such as “The highest ranking official of our organization is fully committed to quality” are not reasonably supported (even though they may be factual) as they do not permit meaningful feedback. However, “reasonably supported” should not be taken to mean proof backed by considerable detail. Remember, applicants are given only 50 pages in which to address a wide range of issues throughout the entire organization.

c. *Setting the 50% point.*

Some Examiners take the 50% point to mean excellence and maturity, covering all activities under the scope of an Item. This approach tends to compress the measurement scale, virtually eliminating scores of 60% or higher. This, in turn, tends to differentiate poorly among applicants, despite real differences. Though the 50% point reflects systems and results of organizations with functioning quality systems, it should not be taken to mean full deployment, maturity, and refinement.

d. *Using the Areas to Address and Item Notes as a “checklist.”*

Some Examiners appear to expect applicants to address fully every individual point in the Items, even though many such points are included to illustrate the meaning of the Criteria. This approach generally results in scores that are too low and feedback that lacks relevance. Again, it is important to remember that the page limits prevent applicants from furnishing full details included or implied within an Item. The most effective scoring and the most useful feedback derive from analysis of how well the applicants address the basic objectives of the Items. Applicants that provide more complete information, address overall purposes of the Item well, and achieve positive results from their efforts clearly merit further review – consensus review and site visit review. At these later stages, there is ample opportunity to explore the finer points of quality systems.

e. Treatment of missing information.

Examiners are asked to note significant missing information with a minus sign “–.” This designation is intended to reinforce the concept that significant missing information must be treated as having a negative impact on scoring and result in an OFI in the Scorebook. If the applicant reaches Stage 3, the site visit review, significant missing information should be requested. This information, if available, should have a positive impact on Category scoring and result in a modification to the potential OFIs in the Scorebook. The degree to which missing information negatively affects an Item score should take into account how important the Area to Address is for the success of the organization, considering the applicant’s operating environment and KFs.

7.0 STAGE I – INDEPENDENT REVIEW

Independent Review Overview

Independent review is the first stage of evaluation of applicants for the Malcolm Baldrige National Quality Award. All Examiners participate in Stage 1. During Stage 1, each application is reviewed by a group of Examiners, each working independently. Each Examiner reads the application, writes comments about strengths and OFIs in the Scorebook, and scores the applicant's response to each Item against the Criteria. The results from the independent reviews are consolidated and provide: (1) the basis for decisions of the Panel of Judges regarding which applicants proceed to Stage 2, the consensus review; and (2) the basis for the feedback report for those applicants that do not proceed to Stage 2.

Assignment of Examiners

NIST assigns Examiners to read, evaluate, and score the applications after eligibility is verified and ASQ has processed each application. Examiners receive one or two applications from ASQ to review during a three- to six-week period. Assignment of Stage 1 Examiners is designed to provide the fairest, most competent evaluation of each application. Examiners are assigned to applications on the basis of their knowledge and experience, consistent with the requirements to avoid conflicts of interest, to apportion the application load equitably, and to adhere to agreed-upon schedules.

Independent Review Process

The written applications are reviewed independently by the Examiners/Senior Examiners. Full details on Scorebook preparation are contained in the Scorebook. Briefly, in Stage 1, the Examiners/Senior Examiners **must**:

- Read the application, review the Business/School Overview, record the KFs, and identify key strategies and action plans.
- Consider the KFs relevant to each Item.
- Read the Criteria and application response for each Item.
- Complete written (preferably word processed) comments for the strengths and OFIs and the percent scores for all Items. Use an iterative process to draft and refine comments and to assign scores. Ensure that the scoring range selected reflects comments and use language from the Scoring Guidelines and the Criteria. See Section 6.0 of this Handbook, "Scoring System," for further information on scoring. See also Question 5, page 7-2.

- Complete the Scorebook worksheets (Key Business/School Factors, Key Themes, Category, Item, and Score Summary), the Checklist, and the Conflict of Interest Statement. The Scorebook contains further information on completing the worksheets.
- Send the original completed Scorebook to ASQ by the assigned deadline.
- Write a Final Scorebook, if assigned, for applications not forwarded for consensus review. (Prior to writing the Final Scorebook, the Scorebook writer will receive the other Examiners' Stage 1 Scorebooks.)

At the end of Stage 1, the Judges select the highest-scoring applications for Stage 2, the consensus review, based on the combination of scores and scoring profiles. In deciding which applicants warrant a consensus review, the Judges consider applicants in each of the five Award categories (Manufacturing, Service, Small Business, Education, and Health Care) separately.

Applicants and Examiners are identified to the Judges by a code number only. The Judges review the scoring profile of each applicant, which includes the Item scores (in graph and table form) from each Examiner assigned to evaluate that applicant, and then vote on whether or not an applicant will be included in Stage 2. Applicants are considered from lowest to highest in median score. Once it is decided that any applicant will receive a consensus review, all higher scoring applicants also proceed to Stage 2. See Section 11.0 of this Handbook, "Selection Procedures Used by the Panel of Judges," for further information on the judging process.

If an application is not selected for consensus review, the written comments developed by the individual Examiners are used by a designated Scorebook writer to prepare the Final Scorebook. The Final Scorebook is then converted to a feedback report by the NIST staff. The feedback system is described in Section 10.0 of this Handbook.

Frequently Asked Questions About Stage I, the Independent Review

1. What happens if an Examiner has a conflict of interest with the assigned applicant?

Every effort is made to identify conflicts of interest before assignments are made. Examiners should open each assigned application *immediately* to scan the application for any conflict, particularly with the applicant's competitors and suppliers. If a potential conflict is discovered, call NIST to verify that a conflict exists. After discussion, if it is agreed that a conflict exists, return the application to ASQ. Immediate identification of conflicts allows NIST to quickly reassign the application and still allows for a timely review.

2. How long does it take to complete the evaluation and scoring of an application?

Examiners report that on average it takes at least 20 to 40 hours to read an application, write comments for the strengths and OFIs, determine an appropriate score for each Item, and complete the additional worksheets in the Scorebook. The independent review occurs from June through August.

3. Is it better to write comments for an Item first or to select a score for the Item first?

Comments form the basis for the score. Delineation of the strengths and OFIs related to the Criteria requirements, KFs, key strategies and action plans, and core values provides the information to determine in which part of a particular scoring band the applicant's response to an Item falls. Writing comments before scoring helps to ensure that each Item's score is based on its specific merits, rather than on an overall perception of the applicant carried over from other Items.

4. Should the Stage 1 Scorebook include site visit issues?

No. Site visit issues are not recorded until the consensus review, when each Consensus Team member drafts Category/Item Worksheets that represent the team's evaluation of the applicant. The Consensus Team discusses key issues to be verified or clarified if the applicant is selected for a site visit.

5. Is it necessary to word process the comments in the Scorebook, and is the Scorebook available on diskette?

Word-processed comments are preferred; however, neat, handwritten, legible reports are acceptable. Examiners should remember that colleagues will review their Scorebooks in subsequent phases of the process, so legibility after photocopying is essential. If a word processor is used to record comments and scoring, any word processor or software may be used. The simplest possible format is recommended, with no tables or tabs. When possible, Scorebook comments should be prepared or saved in MS Word 6, 12 point, Times New Roman. NIST has made the Scorebook available on the Internet at <http://www.quality.nist.gov>.

Remember, the Examiner must be the only one who does the word processing of a Scorebook, since the application and the Scorebook are confidential.

6. How many applications will each Examiner review?

The number of reviews per Examiner is related to the number of Examiners on the Board and the number of applications received. Over the last several years, the range of applications reviewed by each Examiner has been one to three.

7. What should Examiners do if they are unable to complete the application review by the due date?

Occasionally, unexpected circumstances interfere with the completion of an application review by the due date. As soon as it is apparent that the due date cannot be met, notify NIST so that appropriate alternatives can be developed to ensure a timely review.

8. When should materials be returned to ASQ?

Upon completing the application review, return the Scorebook to ASQ no later than the due date. Keep the application and any other materials until ASQ requests that the documents be returned. The materials may be needed if the applicant is selected for the next review stage.

9. If an Examiner is not assigned to the Stage 2 Consensus Team for an applicant, what happens to the Scorebook that the Examiner prepared?

All Stage 1 Scorebooks are used if an applicant is selected for Stage 2, the consensus review. In particular, the comments are reviewed by assigned team members to identify significant findings and any rationale for differences in scoring. If an applicant is not selected for consensus review, all Scorebooks are used to prepare the Final Scorebook that is the basis for the applicant feedback report.

10. How much detail should be provided in the written comment?

A comment that is useful to the applicant will be "actionable" without being prescriptive, and have enough information for the applicant to begin improvements based on the comment. It will include what is relevant and central to the Criteria and important to the applicant and will draw the linkages between Categories. It will be specific, referring to examples from the application's Business/School Overview, key strategies and action plans, and the Category response.

Examples of effective comments follow.

The applicant uses a sound, systematic approach to short-term strategic planning that is guided by the mission, quality policy and values, and key strategies and action plans. External assessments of customers, markets, technology, suppliers, and competitors and internal assessments of financials, sales, parent company expectations, and human resources are also considered in the development of short-term plans (Figure 2.1-1).

Although the applicant indicates that it conducts competitor assessments (Item 2.1), no competitive comparisons are provided for any of the key customer requirements presented in Item 3.1 and the Business Overview (e.g., telephone answering time, product durability, and on-time delivery). This makes it difficult to assess the relative strength of the applicant's improvement trends and whether the applicant's rate of improvement is adequate for attaining its goal of industry leadership by the Year 2001.

Do's and Don'ts for the Independent Review

Do

- Maintain confidentiality regarding all information about the application.
- Open the application immediately to scan for conflict(s) of interest.
- Allow adequate time (at least 20-40 hours) to provide a thorough review of all seven Categories and to complete all worksheets.
- Notify NIST as soon as possible if you are unable to complete a review on time.
- Review the Case Study Scorebook for a sample of acceptable written comments.
- Ensure that comments address the basic objectives of the Criteria for the Category and Item and that they are actionable.
- Refer to the Scoring Guidelines to determine an appropriate score for each Item.
- If possible, use a word processor (MS Word 6, 12 point, Times New Roman preferred) or dark, legible handwriting so other Examiners will be able to use your comments for consensus review.
- When requested by ASQ, return the application and all evaluation materials.

Don't

- Discuss the application or scoring with other Examiners, the applicant, or anyone else.
- Send unscored applications back to ASQ without notifying NIST.
- Make prescriptive or predictive comments in the Scorebook.
- Make copies of the application.
- Delegate word processing of the Scorebook to another person.
- Use the applicant's name in comments.

8.0 STAGE 2 – CONSENSUS REVIEW

Consensus Review Overview

The purpose of Stage 2, the consensus review, is to clarify and resolve differences in observations and scoring by individual Examiners resulting from Stage 1, the independent review, for those applicants selected by the Panel of Judges for consensus review. At the consensus review stage, a team of Examiners reaches consensus on comments that capture the team's collective view of the applicant's strengths and OFIs, the resulting score, and the issues to clarify and verify if the applicant is selected for a site visit. The consensus scores and scoring profiles are used by the Panel of Judges in selecting applicants to be site visited. If an applicant is not selected for a site visit, the team's comments are used for the Final Scorebook which is the basis for feedback to the applicant.

Composition of the Consensus Team

A Consensus Team consists of a combination of Examiners and Senior Examiners. Whenever possible, team members are selected from Examiners who completed the Stage 1 independent review of the application. Team leaders are selected from Senior Examiners who have received additional training on the Award's purposes and processes.

Consensus Review Process

Consensus is an agreed-upon decision on a Scorebook comment, site visit issue, and numerical score, based upon the contributions of **all** team members. The Consensus Team, via conference calls, reaches consensus on comments synthesized from the Stage 1 Scorebooks and arrives at a consensus score for each Criteria Item. The team prepares a Consensus Scorebook which is used as the basis for the feedback report for applicants dropping out at Stage 2. It also serves as the basis for site visit planning for applicants going on to Stage 3.

The key steps in the consensus review process are as follows:

- Receive assignment to a Consensus Team.
- Complete planning/prework.
 - Review all Stage 1 Scorebooks.
 - Draft the Key Business/School Factors Worksheet and the Key Themes Worksheet.
 - Develop draft Category/Item Worksheets for the assigned Categories/Items (including proposed comments, site visit issues, and score) and any other assignments and distribute to other team members and NIST.
 - Serve as Criteria reviewer as assigned.
 - Review all draft Category/Item Worksheets and other assignments prepared by other team members before the consensus call.

- Plan the discussion order of the consensus conference call.
- Conduct the conference call(s).
 - Lead discussion on your assigned Category/Items.
 - Finalize the Key Business/School Factors Worksheet and the Key Themes Worksheet.
 - Perform other roles as assigned.
- Complete consensus call follow-up tasks.
 - Revise the assigned Category/Item Worksheets to reflect discussion on the consensus call(s) and forward to the team leader and Scorebook editor.
- Prepare peer reviews of Stage 1 Scorebooks and forward to NIST.
- Prepare and submit the Final Consensus Scorebook.
- Review consensus scores/scoring profiles and selection of applicants for site visit review by the Panel of Judges.

NOTE: Examiners selected for Consensus Teams will receive detailed instructions on each step of the consensus review process.

Conducting the Consensus Call

Determining Consensus Comments and Site Visit Issues

- The team discusses KFs and requirements for each specific Item.
- The team discusses the applicant Item by Item and Category by Category, noting key themes. The team discusses the comments on the draft Category/Item Worksheets prepared by the Category/Item leader. The discussion focuses on tailoring the individual comments so they represent the team's commonly held view of the applicant's strengths and OFIs as they relate to the main objectives of the Criteria for the Category/Item. Divergent views are discussed and resolved by going back to the application, KFs, Criteria requirements, and Scoring Guidelines. The team identifies important Criteria requirements that are not already addressed in the draft comments and develops comments representing its view of the applicant on these issues.
- The team discusses site visit issues that (1) relate directly to and involve verification/clarification of one or more of the strengths or OFIs agreed upon in the call, and (2) respond to major objectives of the Category/Item requirements.
- The team discusses and agrees upon the key themes resulting from the application review.

Determining a Consensus Score

- For Items that are discussed during the conference call, the assigned Category/Item discussion leader will propose a scoring range and then a consensus score, based upon agreed-upon comments. Team members are polled to determine agreement with the proposed range and the score.
- If agreement cannot be reached and the difference in proposed consensus scores among team members participating on the call is 30% or less, the average (arithmetic mean) of the proposed consensus scores of team members participating in the conference call is used.
- If agreement cannot be reached and the difference in proposed consensus scores among team members participating on the conference call is greater than 30%, the team leader completes a Resolution of Significant Differences form. This form is used to report the discussion and how the team leader handled the comments and the scoring for this Item.

Frequently Asked Questions About Stage 2, the Consensus Review

1. How many applications will an Examiner review in Stage 2?

An Examiner will be assigned to one Consensus Team only. Generally, one-half to two-thirds of the Examiners who complete a Stage 1 review will receive a Consensus Team assignment. An Examiner may be asked to complete an independent review on a new application as a prerequisite to participate in the consensus review.

2. Can the draft Category/Item Worksheets be faxed to other team members?

Yes, consensus work documents may be faxed. However, all communications should meet confidentiality requirements. (See Section 4, Rules of Conduct and Code of Ethical Standards.) The applicant should be referred to by number only. Recipients of the faxed document should be called first so they can protect confidentiality by receiving the document personally.

3. When are conference calls typically scheduled?

Examiners are notified of the consensus calendar during the Examiner Preparation Course and are encouraged to plan their schedules to allow for participation on a

Consensus Team. Scheduling the conference calls can be the most difficult part of the consensus review. Most calls take place during normal business hours. Some teams find evenings and weekends to be the only time they can schedule the calls. It is not unusual for team members to participate on consensus calls during business travel or vacation leave. Examiners should clear their calendars, as necessary, to participate in the scheduled calls. It is important to plan to be flexible.

4. What if an Examiner can't be there for part of the conference call?

It is critical that **all** team members participate in the consensus review process. If schedules change and an Examiner must step away from the call, the team leader should be alerted as soon as possible. The team leader will have to reschedule the call to allow for the full participation of that team member. It is essential that each team member participate in the **entire** conference call. Team members should contact the team leader immediately if a problem arises with the proposed schedule.

5. Can electronic mail be used to forward draft Category/Item Worksheets to other team members?

No, electronic mail via the Internet is not a secure means of communication for purposes of consensus review and should not be used. Instead, use overnight mail or a secure fax. The use of cellular telephones for consensus calls is also not a secure means of communication. Although there are methods to secure these communications, there are no guarantees.

6. Can secretaries, family members, or anyone else help prepare and transmit consensus review documents?

No, secretaries and other persons should not prepare, copy, or transmit confidential consensus review documents. Examiners are solely responsible for all the materials and information.

7. What are the time commitments required for participating in the consensus review process?

The consensus review process will occur between mid-August through mid-September. It is estimated that 20-30 hours will be required: 10-15 hours prior to the calls, 7-9 hours for the consensus calls, and 3-6 hours after the calls to rewrite the draft Category/Item Worksheets and other Consensus Scorebook documents.

Do's and Don'ts for the Consensus Review

Do

- Be flexible during call scheduling.
- Prepare. It is essential that each team member fully prepare prior to the conference call. Complete the draft Category/Item Worksheets by considering the comments from all Scorebooks and synthesizing the information into five to eight comments that are important to the applicant and respond to the main points of the Criteria. Write key site visit issues. These issues derive directly from the draft comments and focus on approaches, deployment levels, and results described in the application that need to be verified or clarified on site to fully assess the applicant's performance relative to the Criteria.
- Distribute the draft Category/Item Worksheets to other team members and NIST in advance to enhance the efficiency and effectiveness of the consensus conference call.
- Review all draft Category/Item Worksheets prepared by other team members prior to the call.
- Review the draft Key Business/School Factors Worksheet and Key Themes Worksheet prepared by the Scorebook editor prior to the call.
- Meet deadlines and connect to the conference calls on time.
- Have the necessary materials at hand: the Criteria, the application, the Scoring Guidelines, all Stage 1 Scorebooks, and the draft Category/Item Worksheets from other team members.

- Participate in the conference call.
 - Listen to all points of view presented, including those of independent review Examiners not on the call.
 - Seek out the opinions of others, including the quieter members.
 - Provide your point of view.
 - Focus on discussing the substance of the comments, the Criteria, and the Scoring Guidelines and then align the score with the comments.
 - Revise the draft Category/Item Worksheets based on the conference call discussion.
 - Revise the Key Business/School Factors Worksheet and Key Themes Worksheet based on the conference call discussion.
- Provide all written work in accordance with the team leader's instructions.

Don't

- Focus solely on numerical scores.
- Isolate or polarize team members who have differing views.
- Become defensive about your scores from the independent review.
- Ask other team members to justify high/low scores from the independent review.

9.0 STAGE 3 – SITE VISIT REVIEW

Site Visit Review Overview

The site visit is Stage 3 of the evaluation of applications for the Malcolm Baldrige National Quality Award. Applicants that receive a site visit are selected by the Panel of Judges at the end of Stage 2, the consensus review. The purpose of the site visit is to *clarify* uncertain points in the application and to *verify* that the information presented by the applicant is correct. Prior to the site visit, the team leader (in conjunction with team members) must do extensive preplanning, most of which is conducted by telephone, fax, and mail. The site visit includes visits by the Site Visit Team to one or more of the applicant's locations, such as production facilities, research and development labs, classrooms, clinics, customer service facilities, or administrative offices. At the start of the site visit, all team members meet off site to finalize strategies, procedures, and assignments. To conclude the site visit process, the team meets off site again to complete its Site Visit Scorebook. The Site Visit Scorebook is submitted to the Panel of Judges. The Site Visit Scorebook forms the basis for the Panel of Judges' decision whether or not to recommend the applicant for the Award. It is also the basis of the feedback report.

Composition of the Site Visit Team

The Site Visit Team consists of six to eight members of the Board of Examiners. The number of Board members on the team depends on the size of the applicant and the anticipated complexity of the site visit.

The team includes at least one Senior Examiner who serves as team leader. Also participating in the site visit is a NIST monitor, who does not take part in the evaluation process but helps ensure that the same review process is followed for all site visits. Whenever possible, Examiners who participated in the consensus review are assigned to the Site Visit Team. Additional team members are selected on the basis of experience, industry knowledge, and availability.

Site Visit Review Process

1. Notification of Applicant

After the Panel of Judges selects applicants for Stage 3, the site visit review, NIST notifies the applicants, ASQ, and the team leader.

After notification by NIST, the team leader calls the applicant's Official Contact Point (OCP). The team leader explains the purpose of the site visit and what might be expected of the applicant and of the team.

2. Initial Preparation for the Site Visit

ASQ sends initial instructions to the team, along with logistical information and evaluation materials. The team leader works with the NIST monitor, ASQ, team members, and the applicant's OCP to establish the agenda of the site visit, the logistics of the visit, the length of the visit, and the start and finish dates. The team leader drafts a tentative plan (e.g., agenda, list of site visit issues to resolve, thoughts on a methodology for approaching the site visit, and distribution of Category/Item assignments among team members), discusses the plan with the backup team leader and the NIST monitor, and sends the plan to the team.

Examiners individually review the evaluation materials, complete Site Visit Issue Worksheets, exchange site visit issues with other team members and the NIST monitor, review site visit issues for assigned back-up Categories/Items, and perform tasks requested by the team leader. The team leader helps the team finalize the list of key issues for clarification and verification and the strategies for addressing the issues. The team ensures that a plan is in place to address adequately all key issues.

The team leader maintains regular, direct contact with the applicant's OCP to keep the applicant apprised of the site visit plans, answer any questions about the evaluation process, and obtain additional information needed to prepare for the site visit.

3. Final Preparation and Planning Meeting for the Site Visit

At the start of the site visit, the team holds a final preparation meeting at a hotel located near the applicant. The purpose of the meeting is to finalize the strategy, agenda, interview schedule, and Site Visit Issue Worksheets that address the issues the team will clarify and/or verify. The team will review and discuss Examiner professionalism. The team will also develop a list of documents to review and interviews to conduct during the site visit so the applicant can be notified early in the site visit.

4. Conducting the Site Visit

- **Start with a one-hour opening meeting with the applicant at the applicant's headquarters.**
 - During this meeting, the team leader provides introductory remarks, and the Site Visit Team members are introduced. The team leader's presentation includes a brief overview of the Baldrige Award and site visit process and procedures, with visuals provided by NIST.
 - The applicant provides a welcome and introduction, including introduction of applicant representatives and other material of the applicant's choice.

- **Carry out the site visit review consistent with the tasks that must be accomplished.**

Team members meet with applicant representatives and pursue the specific Categories/Items or issues to which they have been assigned. The team members may provide a list of needed documents and require updated graphs, charts, or data. Team members identify and schedule activities or individuals to be seen. The Site Visit Team meets as necessary to assess how the chosen approaches are working and to alter plans as appropriate.

- **End the applicant visit with a closing meeting.**

When the team leader and all team members are satisfied that all issues have been clarified or verified as needed, the team closes the site visit by holding a brief closing meeting with appropriate representatives of the organization. The team leader explains the next steps in the process, using visuals provided by NIST, including preparation of the Site Visit Scorebook and the decision making process used by the Panel of Judges; thanks the applicant for the hospitality shown to the Examiners; and commends the applicant for being selected for the site visit. The applicant also provides brief closing remarks. The site visit monitor ensures that arrangements are set for returning applicant materials after the Site Visit Scorebook is completed. After the meeting concludes, the team returns to the hotel to complete the Site Visit Scorebook.

5. Preparation of the Site Visit Scorebook

The Site Visit Scorebook is based on the content of the Consensus Scorebook, updated with the findings from the site visit. It builds from the Consensus Scorebook, to the site visit issues, to the Item Worksheets, to the Category Worksheets, to the Key Themes Worksheet, with each piece providing the foundation for the findings of the next piece. It provides the Judges with an audit trail of the results of the site visit for use in making Award recipient recommendations.

The Site Visit Team finalizes the Site Visit Issue Worksheets, recording findings for each site visit issue. Team members update strengths and OFIs for each Item on the specified Item Worksheet. The team members write conclusions about each Category on a Category Worksheet. The team leader prepares the Summary of Sites Visited, updates the KFs, and completes the Key

Themes Worksheet and the scoring revisions on the Score Summary Worksheet. The team reviews and modifies, if necessary, all worksheets and summaries prior to signing the Score Summary Worksheet. **The entire Site Visit Scorebook is finished before the team members leave for home.**

Copies of the Site Visit Scorebook are made for ASQ, the Site Visit Scorebook editor, the team leader, and the backup team leader to use when reviewing the Final Site Visit Scorebook. The NIST monitor will hand-carry the original copy of the Site Visit Scorebook back to NIST.

All team members are responsible for relating information pertinent to site visit findings to the designated Site Visit Scorebook editor. The Site Visit Scorebook editor edits the Final Site Visit Scorebook and sends it to the team leader for final review. The team leader must forward the completed report with changes to NIST in accordance with the established schedule.

Computer Use

Site Visit Team members are encouraged to bring portable laptop computers on the site visit to use in preparing the Site Visit Scorebook. At the beginning of the site visit stage, the team will discuss computer use and identify computer requirements to ensure coordination and compatibility among hardware, software versions, and diskettes. Electronic files containing Award evaluations must be treated with the same degree of security as paper copies of Award materials. In preparing for a site visit, electronic files with Award evaluation materials may not be sent over the Internet because of the difficulty in securing Internet communications.

Once on the site visit, Examiners may use their computers in their hotel rooms or the team conference room at the hotel. However, Examiners should not take their computers to the applicant's facilities. Examiners may not use the applicant's computers to prepare the Site Visit Scorebook or to extract or retrieve data in response to a site visit issue.

When the Site Visit Scorebook is complete, a copy of the electronic files for each section is provided to the team leader and/or Site Visit Scorebook editor to use in preparing the Final Site Visit Scorebook. All electronic files must then be removed from each Examiner's hard disk and/or diskettes (including any backup files the word processor or computer system may have created). Diskettes must be reformatted so that information cannot be retrieved using software recovery programs.

Frequently Asked Questions About Stage 3, the Site Visit Review

1. What will the team leader ask Examiners to do to prepare for the site visit?

Provide the following information:

- The Examiner’s expertise and preferences for Category/Item assignments;
- Copies of the Examiner’s draft Site Visit Issue Worksheets;
- Suggestions, based on the site visit issues, for whom to interview, sites to visit, strategies and approaches to use, and agenda;
- The type of computer and software the Examiner will bring to the site visit; and
- Travel, arrival, and departure plans.

2. How many days will the site visit take?

The time needed for the site visit review process includes preparation time at the Examiner’s home location, pre-site visit telephone calls, a one-day planning meeting, two to four days on site, and one to two days to write the Site Visit Scorebook. The size and complexity of the applicant will influence the length of time spent at the site. Generally, Examiners can expect to spend five to seven days *at a site visit* in addition to the preparation time.

3. How are site visit issues selected?

Examiners complete Site Visit Issue Worksheets for their assigned Categories and Items. Each Site Visit Issue Worksheet contains one issue. The issues are based on the need to clarify or verify strengths or OFIs listed in the Consensus Scorebook. Since the site visit is not an audit, Examiners are encouraged to be selective in the issues to be clarified or verified. Category/Item leads and backup partners review each other’s Site Visit Issue Worksheets prior to the planning meeting. At the planning meeting, the team prioritizes and assigns the issues to the most appropriate Examiners. The selection of issues or questions for clarification and/or verification during the site visit is crucial to an effective site visit. Some characteristics of a well-chosen site visit issue are:

- **It is an essential component of the score.** It focuses on factors that are important for the applicant, even if it is not important for all organizations. It may be one of the significant “strengths” or OFIs that requires verification (often the extent of deployment) and was identified at earlier stages of review, or it may be a significant issue for which information in the application is missing or unclear.

- **It is “cross-cutting.”** It is the type of issue that affects, directly or indirectly, more than one examination Category. Also, it may include the degree to which an aspect of management is integrated throughout the applicant’s organization.
- **It is part of the deployment determination.** The degree to which the applicant’s approaches are deployed is often difficult to assess via the written application. The degree of deployment is often dependent upon the maturity of the program.
- **It is verifiable.** Acceptable techniques by which the team can get an answer to the issue are examining data sources, interviewing employees, or listening to presentations by the applicant. Unacceptable techniques include: (1) interviewing customers, suppliers, or dealers unless they are a part of an official management or advisory structure; (2) conducting impromptu surveys; and (3) assessing individual customer complaints.

4. How can Site Visit Team members be contacted by their offices or families on the site visit?

In upholding the Rules of Conduct, it is important to maintain the confidentiality of the applicant. It is best to provide the Baldrige National Quality Program telephone number (301-975-2036) to those who may need to contact you in an emergency. If necessary, you may also provide the hotel telephone number for evening contact.

Do’s and Don’ts for the Site Visit Team

Do

- Review the KFs of the applicant, including what issues are important, the size of the organization, and the nature of its markets/operations.
- Plan to stay for the entire site visit, including completion of the Site Visit Scorebook.
- Before the site visit, ask the team leader to request items or information that will require special preparation by the applicant. Do not wait until the site visit starts to make requests such as:
 - *The team wants to interview a manager who is physically located at a site other than the one to be visited. The applicant will need to fly the manager in for the site visit or arrange for a telephone conference call.*
 - *The team will need data that have not been compiled or otherwise pulled together. Gathering the data would require substantial preparation by the applicant.*

- Bring your Baldrige name badge and represent yourself as a Baldrige Examiner.
- Exercise common sense when scenarios arise that you have not encountered previously. Do what makes sense and is consistent with the principles emphasized in the Handbook and reinforced in the Examiner Preparation Course.
- Come prepared for a heavy schedule of activity beyond normal work hours. The agenda is full, the schedule hectic, and the environment tense.
- Wear comfortable clothing appropriate for the types of facilities you will be visiting.
- Avoid the use of alcohol until the Site Visit Scorebook is completed.
- In general, ask for whatever information is needed to clarify or verify your assigned issues. Ask spontaneous questions. However, be realistic and do not place an undue burden on the applicant by requesting things that are not necessary.
- Adhere to the agenda items, but do not be inflexible. It is vital that the applicant feels the opportunity was available to “tell its story.”
- Be alert to any response or lack of response that may affect the Site Visit Team’s agenda or approach. Let the team leader know of the findings so a change in the agenda or approach can be considered. However, avoid appearing indecisive by requesting too many changes.
- Be prompt for all appointments.
- Take thorough notes for documenting the findings. Note the kinds of things that will help the applicant via the feedback report.
- Participate in regular meetings and debriefings to share information and impressions, to ensure that all relevant information is obtained, to ask questions of other Examiners about their interviews, and to adjust strategy as needed.
- Have originators of documents attach business cards or place their names, locations, and phone numbers on the fronts of all documents.

- Make arrangements with the NIST monitor for the return or disposal of all materials after the site visit. All applicant materials must be returned to the applicant. All notes, drafts, Consensus Scorebooks, drafts of Site Visit Issue Worksheets, applications, and flip charts must be given to the NIST monitor. All digitally stored material about the site visit must be deleted. (See Section 4.0 of this Handbook for more information about computer practices.)

Don’t

- Contact the applicant prior to the site visit unless you are the team leader or backup team leader.
- Depart before the Site Visit Scorebook is finished.
- Take laptop computers to the applicant’s site.
- Take a camera, video recorder, or cellular phone to the site.
- Discuss with the applicant:
 - Personal or team observations, findings, conclusions, or decisions, whether in a critical or complimentary way;
 - Practices of other applicants;
 - Team observations about other applicants;
 - Names of and other information about other Award Program applicants;
 - Your personal or professional qualifications; and
 - Information about your own organization.
- Show or give verbal or nonverbal feedback during interviews. Do not let the applicant’s representatives know your evaluation of their answers.
- Interview consultants, customers, and suppliers.
- Hold debriefings, meetings, or discussions of the site visit in an open area.
- Take applicant materials, reports, documentation, etc., off site unless it is essential and the applicant agrees to allow the materials off site.
- Write on any of the applicant’s materials.
- Leave for home with any of the applicant’s materials.
- Accept gifts of any sort!
- Bring family members or friends on site visit trips.
- Interact with the applicant after leaving the site.

Stage 4 – Recommendation of Award Recipients

At the end of the site visit stage, the Panel of Judges reviews the Site Visit Scorebooks and selects applicants to be recommended as Award recipients to the Director of NIST. Judges do not participate in deliberations regarding applicants with which they have a conflict of interest.

The Judges consider applicants in each of the five Award categories (Manufacturing, Service, Small Business, Education, and Health Care) separately. Applications are discussed in detail, led by a Judge. Questions are developed for the team leader of the site visit, and the Judges conduct a telephone call with that person. Discussion of the application continues until all participating Judges conclude that the case has been adequately covered. The Judges then take an elimination vote.

If more than three applicants remain after all the applicants in a particular category have been discussed, additional discussions and elimination votes are held until the applicant pool is reduced to three. When the remaining number of applicants is three or less, separate votes are taken for each candidate. All Judges with no conflict of interest with the specific applicant can participate in the vote to recommend an Award recipient. The process is repeated for each Award category.

At the conclusion of the meeting, the Chairperson of the Panel of Judges transmits the recommendations for Award recipients to the Director of NIST. See Section 11.0 of this Handbook, “Selection Procedures Used by the Panel of Judges,” for further information on the judging process.

10.0 FEEDBACK SYSTEM

Feedback System Overview

Each applicant for the Malcolm Baldrige National Quality Award receives a written feedback report. The feedback system is one of the most important components of the evaluation process; it provides a pathway for continuous improvement. The feedback report is the mechanism by which applicants receive the assessment by the Examiners on strengths and OFIs relative to the requirements of the Criteria. Thus, each Examiner is the key to effective feedback. The comments you provide in your Scorebooks are vital to the production of the feedback report to our ultimate customer – the applicant.

Effective feedback requires: (1) a thorough evaluation of the application relative to the Baldrige Criteria; (2) targeting of core strengths and OFIs for each Category/Item; and (3) the effective communication of those strengths and OFIs to the applicant via the feedback report.

Examiner-prepared Final Scorebooks are converted to feedback reports by NIST staff. In Stage 1, the Final Scorebook is prepared by a “Scorebook writer,” who synthesizes the comments of the independent reviewers. Final Scorebooks in Stage 2 and Stage 3 are prepared by “Scorebook editors,” who collect and edit the teams’ Consensus Scorebooks or Site Visit Scorebooks, respectively, and coordinate with the team leader.

Feedback Report Format

The supplementary material and components of the Final Scorebook that are the basis for the feedback report are as follows:

- **Introduction** – prepared by NIST, explains the contents of the feedback report and gives a brief description of the application review process.
- **Key Themes Worksheet** – prepared by the Scorebook writer/editor, is one to two pages in length and contains an overall summary of the key points of the evaluation of the applicant. It is an assessment of the most important strengths, significant concerns, and Category 7 issues.

- **Category Worksheet** – prepared by the Scorebook writer/editor, contains comments for each Category of the Criteria. Each Category Worksheet is one to two pages in length and contains the most important and/or cross-cutting strengths and OFIs at the Category level.

Each Category Worksheet contains an introductory statement indicating the percentage range (i.e., 0%, 10-20%, 30-40%, 50-60%, 70-80%, or 90-100%) of the applicant’s Category score. For site-visited applicants, a statement is added to indicate whether the site visit findings would have resulted in an increase, a decrease, or no change in the Category score from the consensus review stage.

- **Item Worksheet** – prepared by the Scorebook editor for higher scoring applicants, contains comments on each Item of the Criteria. Comments cite the applicant’s specific strengths and OFIs at the Item level. These worksheets are not included in the feedback report in Stage 1.
- **Scoring Bands** – prepared by NIST, the table gives the percentage distribution of applicants’ numerical scores during the Stage 1 review of written applications. It contains characteristics typically associated with the specific percentage ranges for applicants. (See next page.) Applicants are told in which scoring band they scored.

Scoring Band Descriptors

Band	Band Number	Descriptors
0-250	1	Early stages of developing and implementing approaches to Category requirements. Important gaps exist in most Categories.
251-350	2	Beginning of a systematic approach responsive to the basic purposes of the Items, but major gaps exist in approach and deployment in some Categories. Early stages of obtaining results stemming from approaches.
351-450	3	A systematic approach responsive to the basic purposes of most Items, but deployment in some key Areas to Address is still too early to demonstrate results. Early improvement trends in areas of importance to key organizational requirements.
451-550	4	Effective approaches to many Areas to Address, but deployment may vary in some areas or work units. Fact-based evaluation and improvement occur responsive to the basic purposes of the Item. Results address key customer/stakeholder and process requirements, and demonstrate some areas of strength and/or good performance.
551-650	5	A sound, systematic approach responsive to many of the Areas to Address, with a fact-based evaluation and improvement process in place in key Areas. No major gaps in deployment, and a commitment exists to organizational learning and sharing. Improvement trends and/or good performance reported for most areas of importance. Results address most key customer/stakeholder and process requirements and demonstrate areas of strength.
651-750	6	Refined approaches, including key measures, good deployment, and very good results in most Areas. Organizational alignment, learning, and sharing are key management tools. Some outstanding activities and results that address customer/stakeholder, process, and action plan requirements. May be “industry” leader in some Areas.
751-875	7	Refined approaches, excellent deployment, and good to excellent performance improvement levels demonstrated in most Areas. Good to excellent integration and alignment, with organizational analysis, learning, and sharing of best practices as key management strategies. “Industry” leadership and some benchmark leadership demonstrated in results that address most key customer/stakeholder, process, and action plan requirements.
876-1000	8	Outstanding approaches, full deployment, excellent and sustained performance results. Excellent integration and alignment, with pervasive organizational analysis, learning, and sharing of best practices. National and world leadership in results that fully address key customer/stakeholder, process, and action plan requirements.

Suggested Steps in Preparing the Final Scorebook/Feedback Report

Final Scorebooks/feedback reports are prepared when it is determined that the applicant will not proceed to the next stage of the Baldrige process. NIST staff convert the Final Scorebooks to feedback reports.

Stage 1 Reports – The Final Scorebook for an applicant that does not proceed to Stage 2, the consensus review, is prepared during or after Stage 1, the independent review, by one of the Examiners who reviewed the application. The Final Scorebook is written at the Category level. At Stage 1, the Final Scorebook writing task involves:

- Reviewing all Scorebook comments prepared for the applicant, the writing guidelines prepared by NIST, the applicant's scoring profile, and the Scoring Guidelines.
- Synthesizing similar comments that address the most important points and requirements of the Criteria.
- Eliminating inconsistencies in the comments, terminology, and abbreviations within and among the Key Themes Worksheet and Category Worksheets, and comments that focus on relatively unimportant issues.
- Balancing the number and weight of the comments to reflect the composite scoring profile of all Examiners who reviewed the written application.
- Completing and sending the Final Key Themes Worksheet and Category Worksheets to NIST according to the established directions and schedule. NIST will convert the Final Scorebook to a feedback report.

Stage 2 Reports – The Final Scorebook for an applicant that does not proceed to Stage 3, the site visit review, is prepared by one of the Examiners on the Consensus Team. At Stage 2, the editing task involves:

- Participating in the consensus call, clarifying issues, asking for specific examples of points discussed and specific references to graphs/figures (if not indicated by the Category/Item leader), and noting points the team agrees should be incorporated into the Final Scorebook comments.
- Using the Consensus Team's work to prepare a Final Scorebook that represents what was agreed upon during the consensus review stage conference call.
- Eliminating inconsistencies in the comments, terminology, and abbreviations within and among Items.

- Supplementing the comments with examples discussed during the consensus call.
- Notifying and receiving approval from the team leader of modifications or additions to comments or issues the Scorebook editor believes should be included in the Final Scorebook that were not agreed to during the consensus call.
- Completing and sending the Final Scorebook to NIST and/or the team leader according to the established directions and schedule.
- Resolving questions and issues raised by the NIST consensus monitor/technical content reviewer in the feedback report review process.

Stage 3 Reports – The Final Site Visit Scorebook for an applicant receiving a site visit is prepared by one of the Examiners on the Site Visit Team after the site visit is completed. At Stage 3, the editing task involves:

- Participating in the site visit, clarifying issues, asking for specific examples of points discussed or contained on Site Visit Issue and Category/Item Worksheets, asking for specific references to graphs/figures (if not indicated by the Category/Item leader), and noting points the team agrees should be incorporated into the Final Site Visit Scorebook comments.
- Eliminating inconsistencies in the comments, terminology, and abbreviations within and among the Key Themes, Category, and Item Worksheets.
- Supplementing the comments with examples discussed during the site visit.
- Eliminating language such as "it is not clear" and "it is not evident."
- Notifying and receiving approval from the team leader of modifications or additions to comments or issues the Scorebook editor believes should be included in the Final Site Visit Scorebook that were not agreed to during the site visit.
- Completing and sending the Final Site Visit Scorebook to NIST and/or the team leader according to the established directions and schedule.
- Resolving questions and issues regarding the applicant raised during the judging process.

Frequently Asked Questions About Preparing Final Scorebooks

1. How long does it take to prepare a Final Scorebook?

Writers/editors tell us that it takes between 20 and 40 hours to complete a Final Scorebook.

2. How many comments should there be for each Category/Item Worksheet of the Final Scorebook?

Although there is no hard and fast rule for the correct number of comments, there are generally 6 to 10 comments that cover the main points of the Category and 5 to 8 comments for the main points of each Item. Each comment usually consists of 1 to 3 declarative sentences that capture a key point of the Criteria Category/Item. The comments are distributed between strengths and OFIs so that they reflect the Category/Item score. In general, for scores around 50 percent of the possible points, comments tend to be fairly evenly divided between strengths and OFIs. Lower scoring Categories/Items would have more comments under OFIs than strengths, while higher scoring Categories/Items would have more comments under strengths than under OFIs.

3. Will Examiners be penalized if they decline to prepare a Final Scorebook, or if they produce a Final Scorebook that is not very good?

No. However, the Award Program only operates well if Examiners are willing to take on a number of tasks above and beyond the evaluation of applications. Such tasks include the preparation of Final Scorebooks. Therefore, if you are asked to prepare a Final Scorebook, we hope you will accept the task. Nevertheless, it is understood that other demands may prevent Examiners from preparing Final Scorebooks. It is also understood that not all Examiners are equally skilled in preparing the reports.

4. What guidance will Examiners receive if they agree to prepare a Final Scorebook?

Scorebook writers/editors are given model Scorebooks to familiarize themselves with the format and the layout of reports. In addition, detailed instructions are sent to each writer/editor. Members of the Award Process Team in the Baldrige National Quality Program Office are available to offer assistance and to answer questions.

5. Must a specific word processor be used to prepare a Final Scorebook?

Scorebook writers/editors receive a report template both in paper copy and on computer disk to show desired formatting. While a preferred word processor format is indicated in the instructions, use of the format is not a strict requirement. However, we ask writers/editors to indicate the word processing software used (e.g., MS Word 6 for Windows) and provide a hard copy. NIST will either convert the computer file or scan the hard copy.

6. How must Examiners protect computer files?

To protect the confidentiality of the applicant, all computer files/disks must be secure from others. When notified that the feedback report has been sent to the applicant, the writer/editor will be asked to delete all computer files relating to the applicant, including the Final Scorebook, and to return all paper materials to ASQ.

11.0 SELECTION PROCEDURES USED BY THE PANEL OF JUDGES

Selection of Applicants for Stage 2, the Consensus Review

1. For each of the five Award categories (Manufacturing, Service, Small Business, Education, and Health Care), separate lists are provided to the Panel of Judges of all applicants in *decreasing* order of score. (The score used for the listing is the median of the scores of the Examiners who evaluated the application.) Examiners and applicants are identified by a code number only. All of the scores of the Stage 1 review, to the Item level, are given for each applicant. Various tables and graphs displaying the data are provided to each member of the Panel of Judges.
2. The process of selecting applicants for consensus review begins by examining the scoring data for the lowest scoring applicant in a specific Award category.
3. If the Judges require more than scoring information about the applicant, NIST answers their questions without revealing the name or other information that could identify the applicant.
4. When the Judges are satisfied that they have sufficient information, they vote on the question of whether or not the applicant should receive a consensus review. A majority vote decides.
5. If the Judges vote “no,” that applicant will not be included in the consensus review. The Judges will then consider the next higher scoring candidate.
6. If the Judges vote “yes,” that applicant and all those who scored higher will be forwarded for consensus review.
7. The above process is conducted separately for each of the five Award categories.

Selection of Applicants for Stage 3, the Site Visit Review

1. In each of the five Award categories, lists are provided of the applicants in *decreasing* order of consensus score. Applicants are identified by code number only. The consensus scores and all of the individual Examiner scores are given for each applicant. Various tables and graphs displaying the data are provided.
2. The process of selecting the applicants for the site visit review begins by examining the lowest scoring applicant in a specific Award category.
3. If the Judges require more than scoring information about the application, NIST answers their questions without revealing the name or other information that could identify the applicant.

4. When the Judges are satisfied that they have sufficient information, they vote on the question: Should this applicant receive a site visit? A majority vote decides.
5. If the Judges vote “yes,” the applicant and all higher scoring applicants will be site visited.
6. If the Judges vote “no,” the review is repeated for the next higher scoring candidate.
7. The above process is conducted separately for each of the five Award categories.

Selection of Recommended Award Recipients

Basic Principles

- Maximum use of discussion/consensus.
- Maximum number of Judges participating in consensus and decision making.
- Elimination of conflict of interest and appearances of conflict. Conflict of interest includes four major types:
 1. Direct, such as current or recent employment or client relationship;
 2. Financial interest;
 3. Business competitors of companies for which direct linkages or ownership exists; and
 4. Category, which refers to a situation where a vote cast for or against an applicant not covered under conflicts 1, 2, or 3 could affect the standing of the applicant covered under conflicts 1, 2, or 3.
- A Judge may not vote on an applicant if the Judge has not been present for a substantive portion of the discussion on the application.

Procedure

1. Judges come to the recommendation meeting having reviewed the Scorebooks of all site-visited companies, except those for which they have a conflict of interest of types 1, 2, or 3. Judges do not have information regarding such applications or applicants.
2. All conflicts are reviewed and discussed so that Judges are aware of the limitations on information that will be used to develop recommendations.
3. Applications in each of the five Award categories are discussed separately. Within a category, the applications with the most conflicts by Judges are discussed first. When the application number is announced by NIST, Judges with conflicts of types 1, 2, or 3 must leave the room.

4. Applications are discussed in detail, led by a Judge. Questions are developed for the team leader of the Site Visit Team, and a conference call with the team leader is conducted. Discussion of the application continues until all participating Judges conclude that the review has been adequate.
5. At the conclusion of the discussion, there is an elimination vote on the application. A candidate is eliminated from further consideration only with a unanimous vote by all participating Judges. All Judges with any of the four types of conflict must leave the room during voting.
6. When the next application number is announced by NIST, the judging body is adjusted in accordance with the conflict of interest criteria used previously; all Judges with type 1, 2, or 3 conflicts with the applicant under discussion leave the room until the discussion and decision making concerning the applicant are completed.
7. After completion of all applications in an Award category, Judges having no conflicts of any kind convene to discuss and to vote on the remaining applicants. Each Judge votes to rank order the remaining applicants, 1 through n. For each Judge, 1 point is assigned for a first place vote, 2 points for a second place vote, etc. The applicant receiving the most points is eliminated from further consideration. No information is given on other point scores.
8. When an applicant has been eliminated, Judges who no longer have a conflict join the voting group.
9. The above voting process is carried out in an iterative manner, eliminating one applicant at a time.
10. When the number of applicants has been reduced to three, the process of elimination is completed.
11. All Judges with no conflict with these three remaining applicants can then vote on the final recommendation. There is a separate ballot for each candidate so that each may or may not be recommended as a recipient for the Baldrige Award. Decisions will be made by the following minimum margin of the voting Judges: 6/9, 6/8, 5/7, 5/6, 4/5, 3/4, 3/3, 2/2.

APPENDICES

Appendix I

Contact Information for the Award Manager and Award Administrator

Award Manager

United States Department of Commerce
Technology Administration
National Institute of Standards and Technology
Baldrige National Quality Program
Administration Building, Room A635
100 Bureau Drive, Stop 1020
Gaithersburg, MD 20899-1020

Telephone: (301) 975-2036

Fax: (301) 948-3716

E-mail: nqp@nist.gov

Web Address: <http://www.quality.nist.gov>

Award Administrator

American Society for Quality
611 East Wisconsin Avenue
Milwaukee, WI 53202

Telephone: (800) 248-1946

E-mail: asq@asq.org

Web Address: <http://www.asq.org>

Appendix 2

Award Recipients by Year

1988

MANUFACTURING

Motorola, Inc.
Schaumburg, IL

Westinghouse Electric Corporation
Commercial Nuclear Fuel Division
Pittsburgh, PA

SMALL BUSINESS

Globe Metallurgical Inc.
Beverly, OH

1989

MANUFACTURING

Milliken & Company
Spartanburg, SC

Xerox Corporation
Business Products & Systems
Fairport, NY

1990

MANUFACTURING

Cadillac Motor Car Company
Detroit, MI

IBM Rochester
Rochester, MN

SERVICE

Federal Express Corporation
Memphis, TN

SMALL BUSINESS

Wallace Co., Inc.
Houston, TX

1991

MANUFACTURING

Sollectron Corporation
San Jose, CA

Zytec Corporation
(Now part of Artesyn Technologies)
Eden Prairie, MN

SMALL BUSINESS

Marlow Industries, Inc.
Dallas, TX

1992

MANUFACTURING

AT&T Network Systems Group
Transmission Systems Business Unit
(Now Lucent Technologies, Inc.,
Optical Networking Group)
Morristown, NJ

Texas Instruments Incorporated
Defense Systems & Electronics Group
(Now part of Raytheon Systems Company)
Dallas, TX

SERVICE

AT&T Universal Card Services
(now part of Citigroup)
Jacksonville, FL

The Ritz-Carlton Hotel Company
(now part of Marriott International)
Atlanta, GA

SMALL BUSINESS

Granite Rock Company
Watsonville, CA

Note: For winners' contact information, please call the Baldrige National Quality Program at (301) 975-2036.

1993**MANUFACTURING**

Eastman Chemical Company
Kingsport, TN

SMALL BUSINESS

Ames Rubber Corporation
Hamburg, NJ

1994**SERVICE**

AT&T Consumer Communications Services
(Now The Consumer Markets Division of AT&T)
Basking Ridge, NJ

GTE Directories Corporation
Dallas/Ft. Worth, TX

SMALL BUSINESS

Wainwright Industries, Inc.
St. Peters, MO

1995**MANUFACTURING**

Armstrong World Industries, Inc.
Building Products Operations
Lancaster, PA

Corning Incorporated
Telecommunications Products Division
Corning, NY

1996**MANUFACTURING**

ADAC Laboratories
Milpitas, CA

SERVICE

Dana Commercial Credit Corporation
Toledo, OH

SMALL BUSINESS

Custom Research Inc.
Minneapolis, MN

Trident Precision Manufacturing, Inc.
Webster, NY

1997**MANUFACTURING**

3M Dental Products Division
St. Paul, MN

Sollectron Corporation
Milpitas, CA

SERVICE

Merrill Lynch Credit Corporation
Jacksonville, FL

Xerox Business Services
Rochester, NY

1998**MANUFACTURING**

Boeing Airlift and Tanker Programs
Long Beach, CA

Solar Turbines Incorporated
San Diego, CA

SMALL BUSINESS

Texas Nameplate Company, Inc.
Dallas, TX

Appendix 3

1999 Members of the Board of Overseers

James E. Sierk, Chairperson
Iomega, Inc. (retired)

Anna Ball
Ball Horticulture Company

Kenneth R. Dabrowski
Ford Motor Company

Freeman A. Hrabowski, III
University of Maryland, Baltimore County

Roberts T. Jones
National Alliance of Business

Mary Jean Ryan, F.S.M.
SSM Health Care System

B. Joseph White
University of Michigan Business School

Appendix 4

1999 Members of the Panel of Judges

Kathleen S. Herald-Marlowe, Chairperson
Exxon Research & Engineering

P. George Benson
University of Georgia

Kenneth G. Best
The Best Performance Group

Christopher S. Forman
Pacific Theatres Corporation

Louise Liang
Group Health Permanente

David F. Quattrone
Indian Hill Exempted Village School District
(Cincinnati, OH)

James A. Stahley
Unisys Corporation

David J. McClaskey
Eastman Chemical Company

Vicki L. Spagnol
Management Insights

Appendix 5

Baldrige National Quality Program Information Services

A goal of the Baldrige National Quality Program is to disseminate information related to the Award and Program. Members of the Board of Examiners have provided immeasurable help in achieving this goal. The following list describes materials and further information that are typically provided to Examiners during the Examiner Preparation Course.

■ Presentation Materials

Presentation materials with accompanying speakers' notes on the Award, Criteria, and Program are provided in both paper copy and on CD-ROM in PowerPoint 7.0 for Windows 95. No other software version is available.

■ Portable Exhibit

The Baldrige National Quality Program provides information on reserving the use of a portable table-top exhibit related to the Program and the Award.

■ Information Materials for Reference or Distribution

Available materials include copies of the Criteria, brochures, fact sheets, and Award recipient information. A complete listing of available materials is given to Examiners as part of their "information transfer kit." Multiple copies of most materials are available upon request.

■ Videos

Award Winners' Video – A copy of the most recent Award recipients' video (previewed at the Quest for Excellence Conference) is provided to all Board members during the Examiner Preparation Course. "A Uniquely Rewarding Experience," a seven-minute videotape about the benefits of being an MBNQA Examiner, and "A Journey Worth Beginning," an eleven-minute video addressing the value of applying for the Award, are also included. The videos are available on a VHS cassette or CD-ROM.

■ Update Newsletter

The *Update* newsletter keeps members of the Board of Examiners informed about the status of the Award and Program, plans, and key people involved. It also provides the latest information on issues related to application review. It is published on an as-needed basis.

■ Other Quality Award Program Information

State and Local Quality Awards – A directory of over 50 state and local quality award programs, including contact and program information, is available.

International and Regional Quality Awards – A list of over 40 international and regional quality awards, including contact information, is available.

■ Baldrige Web Site

Many Baldrige National Quality Program materials are available on our web site at <http://www.quality.nist.gov> or <http://www.baldrige.org>. Some highlights include:

- *1999 Criteria for Performance Excellence* (Business, Education, and Health Care)
- *1999 Application Forms & Instructions for Business, Education, and Health Care*
- *1999 Scorebook for Business, Education, and Health Care*
- Award Process Information and Key Dates
- State and Local Quality Award Contacts
- Latest Press Releases on the Baldrige National Quality Program

For more information about these materials, contact the Baldrige National Quality Program by phone at (301) 975-2036 or by e-mail at nqp@nist.gov.

Baldrige National Quality Program

United States Department of Commerce
Technology Administration
National Institute of Standards and Technology
Baldrige National Quality Program
Administration Building, Room A635
100 Bureau Drive, Stop 1020
Gaithersburg, MD 20899-1020

The National Institute of Standards and Technology (NIST) is a non-regulatory federal agency within the Commerce Department's Technology Administration. NIST's primary mission is to promote U.S. economic growth by working with industry to develop and apply technology, measurements, and standards. The Baldrige National Quality Program at NIST manages the Malcolm Baldrige National Quality Award.

Call NIST for:

- information on the Malcolm Baldrige National Quality Award process and eligibility requirements
- information on the content of Baldrige Award documents
- individual copies of the Criteria (no cost)
- Application Forms & Instructions for Business, Education, and Health Care (no cost)
- Examiner applications (no cost)
- information on other Baldrige Program materials

Telephone: (301) 975-2036; Fax: (301) 948-3716; E-mail: nqp@nist.gov
Web Address: <http://www.quality.nist.gov>

American Society for Quality
611 East Wisconsin Avenue
P.O. Box 3005
Milwaukee, WI 53201-3005

The American Society for Quality (ASQ) advances individual and organizational performance excellence worldwide by providing opportunities for learning, quality improvement, and knowledge exchange. ASQ administers the Malcolm Baldrige National Quality Award under contract to NIST.

Call ASQ to order:

- bulk copies of the Criteria
- case studies
- Award winners videos

Telephone: (800) 248-1946; Fax: (414) 272-1734; E-mail: asq@asq.org
Web Address: <http://www.asq.org>

Design: RCW Communication Design Inc.

excellence